

**Carl D. Perkins Vocational and
Technical Education Act of 1998
P. L. 105-332**

Secondary Vocational and Technical Education

**10% State Reserve Grants
2003-2004 Project Descriptions**



**Wisconsin Department of Public Instruction
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This publication is available from

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Agriculture and Natural Resources Education

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills (Plant Science)	12	3	10	12
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Chippewa Falls	Chippewa Falls	William Harycki	\$11,500	\$11,500	
Project Description			4-10923/R29-5		
<p>The purpose of this project is to develop a program model of a greenhouse "school enterprise" within Chippewa Falls high school. Students will have the opportunity to earn employability skills certification with this project which will be an enhancement and extension of the basic grant submitted by Chippewa Falls area schools under Carl Perkins funding. Priorities for activities in this grant will include career planning and work-based competencies. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence and a certificate indicating specific employability skills completion. Funds will be used to increase technology for the purpose of student/staff recordkeeping of production and sales, effective marketing, developing performance assessments, career development activities and transition planning, curriculum resources for students, and released time for teachers to develop and coordinate the program. The funds provided to the agricultural instructor will supplement his current contract, not supplant.</p> <p>This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. Students will be able to achieve academic standards along with Employability Skills in Plant Science.</p> <p>A local advisory group will provide input and directions on project development, implementation, and evaluation. The group consists of educators, parents, business and industry, and community representation.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Plant Science CS	48	25	40	23
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA 12	Ashland	Fred Schlichting	\$50,000	\$50,000	
Project Description			4-99121/R29-3		
<p>The Ashland high school has approximately 750 students enrolled in grades 9-12 of which 84% participate in vocational education program offerings. The vocational department has set a goal of having each vocational course based upon a skills certified program. Three years ago the agriculture department began to update the program from an emphasis on ag mechanics to agriculture business science. The ag department has been experiencing a steady growth in enrollment but has had limited options in placing students in a Plant Science skills certified co-op. Addition of a greenhouse to the current agriculture department facilities will enhance student training within a workplace setting to include such skills as, working with others, working with different genders, and overall management of a business. This certification program does include an articulation agreement with various WI technical colleges.</p>					
<p>The project will use funds to create a student-run enterprise in the agriculture department. The business operation and course will be based upon the agribusiness plant science curriculum and will involve students in operating a greenhouse. Funds are requested for the purchase of a greenhouse kit and related instructional materials and supplies to get the program started. The Ashland school district will fund the construction costs of preparing the site for the greenhouse and connecting it to utilities.</p>					
<p>The current certified skills co-op agribusiness—plant science program exists of one plant science/horticulture course offered to students who have completed an introductory agriscience course. Juniors and seniors, with proper workplace training, can be enrolled with the youth apprenticeship. Seniors can enroll within the current certified skills co-op agribusiness— plant science program. These students gain workplace skills at a local work site and gain skills and knowledge related to plant science within the current course. Currently, there is no greenhouse facility on the Ashland high school grounds. Students work within a classroom setting having only windows, flourescent lighting fixtures, and a small hydroponics unit. This space is approximately 600 sq. ft. for 20-25 students during a class period. Clearly, students need to work cooperatively together in order to seed flats, transplant plants, and maintain houseplants; but this lack of space and a current facility hinders skill development in observing and actually practicing within a greenhouse setting.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Plant Science CS <i>continued</i>	CESA 12
Project Description		4-99121/R29-3
<p>A greenhouse facility allows students an increased amount of ownership within production of plant crops. Students are able to regulate growing conditions in a more controlled environment; students will regulate lighting, venting, watering, etc. Students can operate the most efficient methods of watering on benches rather than simply within trays. Students will work in diverse groups to solve plant production problems and develop strategies to market crops to the school and community through plant sales.</p> <p>Currently, plant science classes work with local floral shops and greenhouses in ordering plant crops for finishing. With a greenhouse facility, students can experience the entire growth cycle of a crop. Students can gain valuable work skills before applying to one of these businesses, thus enhancing skills for a future employer.</p> <p>Starting in 2003-2004, students have the opportunity to enroll in a floriculture course also being offered. Again, students will be required to reach the required competencies within the certified skills co-op agribusiness— plant science program. Upon reaching competencies and gaining employment competencies, students can become certified. Students will be introduced to the specifics of floriculture such as flower crops, flower design, and floral business opportunities.</p> <p>The Local Project Plan, therefore, will be to increase student knowledge and workplace skills within the high school setting in all areas of plant production. In order to best provide for this increase, a greenhouse needs to be installed at the Ashland high school.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Animal Science CS, Production AG YA, Employability Skills		40	6	15	4
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Janesville	Janesville	Steve Huth	\$14,170		\$11,336	
Project Description				4-26952/R29-5		
<p>To develop a small animal care science center where students would develop skills and knowledge dealing with cats, dogs, rats, and other small animals. Students would be able to gain first-hand knowledge of the skills involved in raising and caring for animals as well as animal husbandry. After obtaining this grant, students in the animal technology, veterinary science, and small animal care courses could practice laboratory procedures and veterinary technician skills in the classroom. Presently, students have not been able to do this because of the lack of need vet/small animal equipment. Some animal enterprises could be developed in entrepreneurial projects (i.e., students raising rats and mice for sale to pet stores or research facilities). Students would qualify for certified skills co-op in Animal Science, receive credit for advanced standing at technical colleges, qualify for Youth Apprenticeship in Production Agriculture and qualify for the Wisconsin Employability Skills certificate program.</p> <p>Members of the advisory committee, district maintenance personnel, and agriculture education students will work together to design and construct the internal organization of the small animal science lab. The agriculture department will purchase equipment and materials used in the animal science industry to train students. Students will use the small animal science lab to develop scientific experiments with animals, raise animals, practice preventive health procedures (i.e., pulse and temperature) and develop animal husbandry skills (bathing, clipping nails, grooming, and trimming). Students will work to meet the skills identified in the animal science certified co-op. Science will be a major component of the curriculum. Employment opportunities (pet stores, grooming businesses, and vet offices) will be advanced as a result of students obtaining animal skills through the agriculture program. Janesville school district’s intent is to communicate and work cooperatively with area employers to give advanced standing to these students at the state technical colleges. Employers will come on site and work with students and deliver work-based learning.</p> <p>Research and statewide efforts in agricultural education point out a tremendous need for this type of a program. Only about two percent of the students in the Janesville agriculture program live on farms with access to animals. The animal lab would allow a student to have a place to provide care for an animal. About 95% of the students in the agricultural education program live in the urban environment. Of this 95%, only 10-15% have physically set foot on an active farm. Most simply have driven past one. Students have little or no knowledge in animal husbandry.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Plant Science CS, Animal Science CS, Production AG YA, Biotechnology YA, Employability Skills	21	2	7	2
Fiscal Agent	Participating District	Contact Person	Request		Grant
Marshfield	Marshfield	Jane Wagner	\$24,300		\$16,826
Project Description			4-33392/R29-5		
<p>The primary purpose of this proposal is to create opportunities for Marshfield high school students and members involved in the FFA to create, maintain, and enhance supervised agricultural experience programs (SAE’s). The Wisconsin Association of Agricultural Educators (WAAE) is in the process of developing an on-line record book, and other useful recordkeeping programs are computer based. For this reason, an on-line computer lab will allow students in FFA, State certified co-op, and youth apprenticeship programs to keep a record of activities, learning experiences, and financial records to better enhance the program. The on-line computer lab will allow the State certified agribusiness co-op class to complete standard B, Technology / Information, which is to demonstrate the ability to access information from multiple sources, synthesize the information, and use it for the technological improvement and stewardship of food, fiber, and natural resource systems. Students will use the on-line record book to compile and analyze statistical data and then complete a proficiency award to present to the group which will fulfill agriculture education standard B12.1. Students will use the technology to prepare income and expense summaries and financial balance sheets, and complete beginning and ending inventories as well as to prepare in-depth summaries of programs. Funding from this grant will be used to implement the Wisconsin Employability Skills certificate program which has not been offered to students in the agriculture department in the past.</p> <p>The secondary purpose of this project is to expand work-based learning opportunities by providing the Wisconsin Department of Public Instruction’s cooperative education skill standards certifications program in Agribusiness (Animal and Plant Science), and the Governor’s Work-Based Learning Board Youth Apprenticeship programs in Production Agriculture and Biotechnology. This grant will provide the technology vital to meeting certification requirements in the Wisconsin employability skills certificate program, specifically in the Thinking/Information Processing Skills category. To this end, students will use this technology to utilize various interactive CD-ROM's specific to the chosen career area. Students also will learn to keep accurate financial business records and how to use computer-based recordkeeping programs like Quicken and Microsoft Excel. Digital cameras will be utilized to visually summarize the students' programs and to document progress in meeting competencies required for the employability skills certificate as well as for the State certified co-op</p>					

Funding Source	Type of Certificated Program	Fiscal Agent	
A & NR	Plant Science CS, Animal Science CS, Production AG YA, Biotechnology YA, Employability Skills <i>continued</i>	Marshfield	
Project Description			4-33392/R29-5
<p>experience. Furthermore, this project will be utilized to make the department more able to expand educational opportunities to those beyond the high school age group, by allowing us to offer technology-based courses to the general public through the school's expanding 21st Century Community Learning Center. One course that will be offered to interested community members will revolve around utilizing commodity markets to decrease risk and improve profit margins in the agricultural business.</p> <p>Finally, funds will be used to purchase the applied technologies multimedia based module designed to give students the knowledge and hands-on experience needed to be successful in the field of veterinary medicine. This module is one in a series of ten that will be purchased using this grant and the 10% Health Services Grant awarded to the school district of Marshfield. The modules will be used in the exploring health careers classes taught by a family and consumer education teacher. Since the family and consumer education and agriculture departments are across the hall from one another, agriculture students will utilize the lab to explore concepts and real-world applications relevant to veterinary medicine. The use of this module will furthermore attract more non-traditional students, especially females, into the agriculture program at MHS.</p> <p>Project activities will support compliance with the following Standards for a Quality Program in Agriculture Education.</p> <p>*Program Planning/Standard 5: Comprehensive programming includes three components: classroom education, supervised agricultural experience, and FFA.</p> <p>*Curriculum, Instruction, Student Assessment/Standard 10: The agricultural education program includes experiential learning with all students having a supervised agricultural experience program with options for certified work-based learning programs. Standard 11: The instructional program is articulated with technical colleges and four-year university programs. Standard 14: Learning experiences are structured for active, performance-based learning to address individual differences in learning needs and talents of students.</p> <p>*Program Evaluation/Standard 17: Educational equity is a basic program component. Student enrollment is representative of the school's population. Funds will be used to purchase cushioned chairs to create a classroom environment that is aesthetically pleasing to females and males. This project will address the need to increase gender participation in non-traditional occupations in agriculture that was cited in the Marshfield's VEERS Standards and Measures District Profile.</p>			

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Production AG YA	10	3	3	4
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Mauston	Mauston	Ann Brandau Hynek	\$4,150	\$4,000	
Project Description			4-33601/R29-4		
<p>The Youth Apprenticeship Production Agriculture project will be developed to address the local goals established by students, business, faculty, post-secondary institutions, as well as, the Model Priorities established by the Department of Public Instruction. The program is designed to increase opportunities in the area of agriculture education. This program will incorporate academic/occupational competency and credential attainment in a variety of different ways.</p> <p>First, the students will be trained, using an industry-developed curriculum that is considered on the cutting edge by the majority of local, state, and national technology leaders. Through the coursework, the students will gain valuable occupational knowledge, as the curriculum is based on real-life examples leading to advanced skill attainment. Students will be given the opportunity to practice production agriculture skills in real-life settings via the youth apprenticeship or supervised work experience offered at Mauston high school.</p> <p>Credential attainment is another factor that will lead to the success of the program. Students will enroll as participants at the local high school in courses that integrate with the youth apprenticeship production agriculture competency checklists. Thus, students will be working towards a state-recognized certification and at the same time participate in coursework that is articulated with the local technical college. The articulated coursework enables students to receive advance standing credit should they choose to continue in the program after high school at Western Wisconsin Technical College.</p> <p>The labor market is strong in the agriculture area and the program will offer students a jump start on a career or post-secondary training opportunities. Students will be asked to apply the knowledge learned in the classroom as competencies associated with this comprehensive work-based learning experience are completed. Work site recruitment and student placement will be a main priority of the youth apprenticeship coordinator and production agriculture instructor through the program.</p> <p>The monies will be used to supplement the coordination and supervision time contracted for with the youth apprenticeship coordinator. Additional days will be generated through this proposed project.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Plant Science CS		12	7	3	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Merrill	Merrill	Marla Konkol	\$5,800		\$3,800	
Project Description			4-35002/R29-5			
There has been an agriculture program in Merrill for many years. Four years ago it was close to being cut; but with the help of the community, FFA alumni, and active and motivated students, it was not cut but is being closely watched by the school board and administration. Growth and innovative new programs need to be shown to keep the program running in Merrill and allow it to become the strong program it should be in the community. Therefore, with the help of the local community, high school students will be offered the opportunity to obtain certification in the Plant Science area. This would be over and above what is offered to students in the animal science area.						
Using community businesses, students will team up with mentors to receive an industry-based certification in areas such as greenhouse and landscaping. Both industries seem to be growing in the community in spite of a poor economy. Many students have indicated an interest to specialize in these areas.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Plant Science CS and YA		10	9	10	16
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Waterloo	Lake Mills	Bill Gronley	\$40,502		\$26,980	
Project Description				4-61182/R29-4		
<p>The proposed project will be implemented through the agriculture education program at Lake Mills high school. It will be implemented primarily with 10th - 12th graders. Basically the program will include two components:</p> <p>1. School-Based Learning</p> <p>The school-based learning experience will revolve around updating and delivering a curriculum based on Wisconsin's Model Academic Standards for Agriculture and Wisconsin agriculture Plant Science skill standards and competencies. Standards and competencies will be taught directly in the three agriculture course offerings of Ag Science, Horticulture/Landscaping, and Conservation and will be integrated collaboratively with English, mathematics, science, tech ed., and business education.</p> <p>In addition, career counseling, planning and exploration will be delivered through the guidance counselor and all involved subject area teachers. Moreover, project school-based learning will provide opportunities for students to learn skills and meet standards through distance learning in the local lab, on-line learning through Plato, and through youth options. Student FFA participation will also provide an important avenue for learning skills and meeting required standards and competencies. Currently over 63% of students taking courses in the agriculture program are active FFA members.</p> <p>2. Work-Based Learning</p> <p>Project work-based learning activities will occur out of school/in the community through school-supervised credited work experience, mentorships, and state certified co-ops/youth apprenticeships either through DPI or Department of Workforce Development. The district already is involved in state certified co-ops/youth apprenticeships through a consortium involving Watertown, Lake Mills, Waterloo, Jefferson and Fort Atkinson. Partnering with the consortium is Opportunities, Inc. This organization is dedicated to providing a continuum of services to students of all ability levels, but has a long successful history of both school and work with special population students. In Lake Mills, the number of students involved in state certified co-ops and youth apprenticeships has lagged behind other consortium schools because school-based programs, particularly in agriculture, have not had finances to adequately upgrade curriculum and</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Plant Science CS and YA <i>continued</i>	Waterloo
Project Description		4-61182/R29-4
<p>the resources needed to deliver it.</p> <p>Focus for the first year—namely that covered by this project—will be on Level I certified co-op/Youth Apprenticeship. Upon successful mastery of the Wisconsin Agriculture/plant science standards/competencies through both school- and work-based learning activities, the student will receive a skill certificate/State Level I Certificate of Occupational Proficiency as related to plant science. Plans are to expand the project in the future to a second year youth apprenticeship with competencies coming from Department of Workforce Development.</p> <p>It should be noted the district already employs a school-to-work coordinator and along with other area schools in the school-to-work consortium, a certified skill co-op/youth apprenticeship coordinator.</p> <p>Project efforts will, as with past projects, continue to be directed toward Academic Attainment (1S1), skill proficiencies (1S2), completion (2S1), and Diploma Credential (2S2). In addition, students through work-based learning activities will be provided opportunities to gain a certificate of occupational proficiency and post-secondary credits through youth options. Project emphasis will also be placed on increasing female program participation and with assistance from special education staff, the counselor and Opportunities, Inc., will increase special population participation which according to local 2001 Wisconsin measures and standards needs improvement.</p> <p>Project Goal: Better preparation of students for entry into the job market and/or post-secondary education by developing and implementing in the Lake Mills high school agriculture program, a standards and competency focused plant science program which includes components related to core abilities, agri-business and plants and soils, and is both school- and work-based.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Production AG YA	12	7	6	12
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Whitehall	Arcadia	Delaine Stendahl	\$5,195	\$2,550	
Project Description			4-642616/R29-4		
<p>The purpose of this project is to implement a Production Agriculture Youth Apprenticeship program for students of Arcadia high school who are interested in pursuing the field of agriculture as well as to prepare young entrepreneurs with skills necessary to compete in a highly technological and ever-changing workplace.</p> <p>The district anticipates a total of 12 students participating during the implemmentation/pilot year of the project. These students include non-traditional students, students facing academic and economic challenges, and limited regular education students. The agriculture instructor will be assisted by the LVEC/program coordinator in completing the necessary tasks and paperwork for students such as, program applications, interviews and job placements, mentor training, education and training agreements, state reports, certificates, awards, banquets, etc.</p> <p>This pilot will serve as a best practice model for the other districts in the consortia as well as the CESA 4 service area. The instructor and LVEC will share this project at a CESA 4 Career and Technical Education Network Night to encourage other teachers and districts to implement a similar program.</p>					

Business and Information Technology Education

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOUS (Word, PowerPoint)	15	2	5	12
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Brodhead	Albany	Eileen Daniels	\$4,627	\$2,763	
Project Description			4-07001/R29-4		
<p>The goal for the MOUS certification project is as follows: Development and expansion of certificated industry-based occupational training programs in business education.</p> <p>One Brodhead and one Albany teacher were exposed to the MOUS (Word Core) certification through a preparation course offered though the BTC consortium two years ago. Albany would like to expand this project to include additional business education teachers in Albany, Parkview, and Beloit Turner in Word and also in PowerPoint. Teachers will expand MOUS basic knowledge and of PowerPoint by attending training with a Blackhawk Technical College instructor, and she will also do the testing. There may be students in the three districts that are far enough along that they too may attend these training sessions with the BTC instuctor. The instructor cost is the same for one as for 30 so it is to everyone's advantage to do this grant as a team and not separately and to include as many students as possible.</p> <p>Next, curriculum in current business education courses will be updated. An articulated course in Microsoft Office including PowerPoint will be the result. There will be a meeting with an instructor from BTC for articulation. Some background work on articulation has already begun.</p> <p>Students in the Information Processing I/ Word Processing II will be the target populations for the first year of this project. However, students in other business education courses can choose to participate which will contribute to a wider variety of students. Special education students may take the entire year to master the the content and prepare for the exam.</p> <p>Teachers will give students the opportunity to hear a local business person speak on workplace ethics, diversity, and harassment issues in the workplace while giving students the chance to provide the business person with information on the MOUS certification program.</p> <p>Teachers and students will have the opportunity to take the MOUS test on the core. Training will also include eight hours of PowerPoint, and teachers and students will get the opportunity to take the test.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOUS (Word, PowerPoint)	15	2	3	20
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Brodhead	Beloit-Turner	Eileen Daniels	\$4,627	\$2,763	
Project Description			4-07002/R29-4		
<p>The goal for the MOUS certification project is as follows: Development and expansion of certificated industry-based occupational training programs in business education.</p> <p>One Brodhead and one Albany teacher were exposed to the MOUS (Word Core) certification through a preparation course offered though the BTC consortium two years ago. Albany would like to expand this project to include additional business education teachers in Albany, Parkview, and Beloit Turner in Word and also in PowerPoint. Teachers will expand MOUS basic knowledge and of PowerPoint by attending training with a Blackhawk Technical College instructor, and she will also do the testing. There may be students in the three districts that are far enough along that they too may attend these training sessions with the BTC instuctor. The instructor cost is the same for one as for 30 so it is to everyone's advantage to do this grant as a team and not separately and to include as many students as possible.</p> <p>Next, curriculum in current business education courses will be updated. An articulated course in Microsoft Office including PowerPoint will be the result. There will be a meeting with an instructor from BTC for articulation. Some background work on articulation has already begun.</p> <p>Students in the Information Processing I/ Word Processing II will be the target populations for the first year of this project. However, students in other business education courses can choose to participate which will contribute to a wider variety of students. Special education students may take the entire year to master the the content and prepare for the exam.</p> <p>Teachers will give students the opportunity to hear a local business person speak on workplace ethics, diversity, and harassment issues in the workplace while giving students the chance to provide the business person with information on the MOUS certification program.</p> <p>Teachers and students will have the opportunity to take the MOUS test on the core. Training will also include eight hours of PowerPoint, and teachers and students will get the opportunity to take the test.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOUS (Word, PowerPoint)	15	1	5	20
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Brodhead	Parkview	Eileen Daniels	\$4,627	\$2,763	
Project Description			4-07003/R29-4		
<p>The goal for the MOUS certification project is as follows: Development and expansion of certificated industry-based occupational training programs in business education.</p> <p>One Brodhead and one Albany teacher were exposed to the MOUS (Word Core) certification through a preparation course offered though the BTC consortium two years ago. Albany would like to expand this project to include additional business education teachers in Albany, Parkview, and Beloit Turner in Word and also in PowerPoint. Teachers will expand MOUS basic knowledge and of PowerPoint by attending training with a Blackhawk Technical College instructor, and she will also do the testing. There may be students in the three districts that are far enough along that they too may attend these training sessions with the BTC instuctor. The instructor cost is the same for one as for 30 so it is to everyone's advantage to do this grant as a team and not separately and to include as many students as possible.</p> <p>Next, curriculum in current business education courses will be updated. An articulated course in Microsoft Office including PowerPoint will be the result. There will be a meeting with an instructor from BTC for articulation. Some background work on articulation has already begun.</p> <p>Students in the Information Processing I/ Word Processing II will be the target populations for the first year of this project. However, students in other business education courses can choose to participate which will contribute to a wider variety of students. Special education students may take the entire year to master the the content and prepare for the exam.</p> <p>Teachers will give students the opportunity to hear a local business person speak on workplace ethics, diversity, and harassment issues in the workplace while giving students the chance to provide the business person with information on the MOUS certification program.</p> <p>Teachers and students will have the opportunity to take the MOUS test on the core. Training will also include eight hours of PowerPoint, and teachers and students will get the opportunity to take the test.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS (Word, Excel, PowerPoint, Access)	20	5	11	20
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #03	Wauzeka	Greg Quam	\$7,077	\$6,877	
Project Description			4-99031/R29-3		
<p>Wauzeka-Steuben schools currently offers a comprehensive business education program. One course in particular, computer applications, includes instruction and training exclusively in the Microsoft Office Suite applications. Wauzeka-Steuben schools would like to increase the challenge of the curriculum in an effort to facilitate student attainment of challenging academic and technical standards by offering MOS (Microsoft Office Specialist) certification as a capstone achievement for its students. (The current business education teacher holds MOS certification in two areas and will be completing the remaining certification.) Offering MOS certification will substantially increase students' marketability, future earnings capacity and address crucial employability skills. MOS certification is globally recognized as the standard for demonstrating expertise with the Microsoft Office Suite of business productivity applications (Word, Excel, PowerPoint and Access). Recent studies of participants in MOS programs indicate that MOS certification improves employee competence, productivity, and credibility among co-workers. Subject to successful implementation of the MOS grant, the district will strive toward offering IC3, A+ and potentially NET+ certification within the next four years.</p> <p>The Wauzeka-Steuben school district currently has a team of career and technical education teachers, special education staff, administration, guidance and CESA #3 staff overseeing the district's transition action plan and school-to-work program. The team will experience further expansion to include representatives of local businesses to assist the district in continued development of action plans on how to meet the educational needs of our students to prepare them for successful future employment. Several articulation agreements are already in place with Southwest Wisconsin Technical College, and the district will work to articulate the MOS certification program with SWTC so students will receive advanced standing credits.</p> <p>As part of perpetual professional development plans, Wauzeka-Steuben schools intends to encourage district-wide MOS training and certification where testing will be administered locally. Having MOS certified staff will encourage greater integration of technology in all areas of curricula. The certification of staff will ensure a synergistic delivery of an industry-endorsed program and will become a key artifact for district mandated professional development plans in compliance of PI-34.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	Cisco Networking, IT YA	6	2	1	6
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #04	Black River Falls	Robert Greene	\$9,965	\$5,900	
Project Description			4-99041/R29-3		
For the past several years, representatives from diverse employment fields have served on the local School-To-Work Council and explored various means to involve students in experiences that prepare them for the world of work. The council recognizes the growing complexity of computer technology aspect of running current and efficient businesses. It further realizes that a well trained workforce will be needed to meet the challenges of business in years to come. The council has supported the slow implementation of students in the networking field and would like to move forward at a more rapid pace to obtain momentum and student interest in the program. This proposal provides for ten students to become trained in Cisco Networking and for several to take one step further to become youth apprentices in Information Technology to gain on-the-job experience in the field. It is anticipated that 30-40 percent of the students enrolled will be able to participate in work-based learning within the networking field.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		10	3	4	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #05	Almond-Bancroft	Pam Hilleshiem-Setz	\$5,916		\$5,916	
Project Description				5-99055/R29-3		
<p>It is the intent of this project to design, develop, and implement a MOS certification program for students. Microsoft Office Specialist (MOS) certification, the premier Microsoft desktop certification, is a globally-recognized standard for demonstrating desktop skills. The MOS program is helping meet the demand for qualified and knowledgeable people in the modern workplace. Through this project, teachers and students will have an opportunity to demonstrate Microsoft Office skills by completing MOS certification exams in any of the application areas. This certification would provide an opportunity for schools to update curriculum and to align to industry standards. Students would be able to enhance employment portfolios, earn weighted credit for business classes, and/or have a tool for testing out of a required course.</p> <p>The major components of this proposal include: 1) Train business education teachers on SAM/TOM (Student Assessment Manager/Training Online Manager) and explore this software (or other similar vendorware) as a tool to assess students' ability to successfully pass up to two MOS certification exams. 2) Develop course updates to instruct on MOS skills and encourage students to take certification exams. 3) Update current curriculum by including MOS and align to the Wisconsin business education standards.</p> <p>To make earning MOS certification a convenient and more feasible option for students, schools will be purchasing two dedicated computers to do on-site testing at the individual schools. It has been CESA’s experience that by providing this option for schools, there is a higher rate of sustainability of continuing MOS certification within the schools. Schools can also become a testing center for community professionals and help to develop more business partnerships.</p> <p>A business education teacher and CESA 5 STW staff member who has worked with previous MOS grants will assist schools in implementing this grant project. This will include setting up training and overall facilitation and evaluation of grant with the school. She will extend existing employment contract to include this project if awarded.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		21	2	11	21
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #05	Pittsville	Pam Hilleshiem-Setz	\$8,583		\$8,583	
Project Description				5-99058/R29-3		
<p>It is the intent of this project to design, develop, and implement a MOS certification program for students. Microsoft Office Specialist (MOS) certification, the premier Microsoft desktop certification, is a globally-recognized standard for demonstrating desktop skills. The MOS program is helping meet the demand for qualified and knowledgeable people in the modern workplace. Through this project, teachers and students will have an opportunity to demonstrate Microsoft Office skills by completing MOS certification exams in any of the application areas. This certification would provide an opportunity for schools to update curriculum and to align to industry standards. Students would be able to enhance employment portfolios, earn weighted credit for business classes, and/or have a tool for testing out of a required course.</p> <p>The major components of this proposal include: 1) Train business education teachers on SAM/TOM (Student Assessment Manager/Training Online Manager) and explore this software (or other similar vendorware) as a tool to assess students' ability to successfully pass up to two MOS certification exams. 2) Develop course updates to instruct on MOS skills and encourage students to take certification exams. 3) Update current curriculum by including MOS and align to the Wisconsin business education standards.</p> <p>To make earning MOS certification a convenient and more feasible option for students, schools will be purchasing two dedicated computers to do on-site testing at the individual schools. It has been CESA’s experience that by providing this option for schools, there is a higher rate of sustainability of continuing MOS certification within the schools. Schools can also become a testing center for community professionals and help to develop more business partnerships.</p> <p>A business education teacher and CESA 5 STW staff member who has worked with previous MOS grants will assist schools in implementing this grant project. This will include setting up training and overall facilitation and evaluation of grant with the school. She will extend existing employment contract to include this project if awarded.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		21	2	11	21
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #05	Randolph	Pam Hilleshiem-Setz	\$9,009		\$9,009	
Project Description				5-99059/R29-3		
<p>It is the intent of this project to design, develop, and implement a MOS certification program for students. Microsoft Office Specialist (MOS) certification, the premier Microsoft desktop certification, is a globally-recognized standard for demonstrating desktop skills. The MOS program is helping meet the demand for qualified and knowledgeable people in the modern workplace. Through this project, teachers and students will have an opportunity to demonstrate Microsoft Office skills by completing MOS certification exams in any of the application areas. This certification would provide an opportunity for schools to update curriculum and to align to industry standards. Students would be able to enhance employment portfolios, earn weighted credit for business classes, and/or have a tool for testing out of a required course.</p> <p>The major components of this proposal include: 1) Train business education teachers on SAM/TOM (Student Assessment Manager/Training Online Manager) and explore this software (or other similar vendorware) as a tool to assess students' ability to successfully pass up to two MOS certification exams. 2) Develop course updates to instruct on MOS skills and encourage students to take certification exams. 3) Update current curriculum by including MOS and align to the Wisconsin business education standards.</p> <p>To make earning MOS certification a convenient and more feasible option for students, schools will be purchasing two dedicated computers to do on-site testing at the individual schools. It has been CESA’s experience that by providing this option for schools, there is a higher rate of sustainability of continuing MOS certification within the schools. Schools can also become a testing center for community professionals and help to develop more business partnerships.</p> <p>A business education teacher and CESA 5 STW staff member who has worked with previous MOS grants will assist schools in implementing this grant project. This will include setting up training and overall facilitation and evaluation of grant with the school. She will extend existing employment contract to include this project if awarded.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		21	2	11	21
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #05	Wautoma	Pam Hilleshiem-Setz	\$9,166		\$9,166	
Project Description				5-990510/R29-3		
<p>It is the intent of this project to design, develop, and implement a MOS certification program for students. Microsoft Office Specialist (MOS) certification, the premier Microsoft desktop certification, is a globally-recognized standard for demonstrating desktop skills. The MOS program is helping meet the demand for qualified and knowledgeable people in the modern workplace. Through this project, teachers and students will have an opportunity to demonstrate Microsoft Office skills by completing MOS certification exams in any of the application areas. This certification would provide an opportunity for schools to update curriculum and to align to industry standards. Students would be able to enhance employment portfolios, earn weighted credit for business classes, and/or have a tool for testing out of a required course.</p>						
<p>The major components of this proposal include: 1) Train business education teachers on SAM/TOM (Student Assessment Manager/Training Online Manager) and explore this software (or other similar vendorware) as a tool to assess students' ability to successfully pass up to two MOS certification exams. 2) Develop course updates to instruct on MOS skills and encourage students to take certification exams. 3) Update current curriculum by including MOS and align to the Wisconsin business education standards.</p>						
<p>To make earning MOS certification a convenient and more feasible option for students, schools will be purchasing two dedicated computers to do on-site testing at the individual schools. It has been CESA’s experience that by providing this option for schools, there is a higher rate of sustainability of continuing MOS certification within the schools. Schools can also become a testing center for community professionals and help to develop more business partnerships.</p>						
<p>A business education teacher and CESA 5 STW staff member who has worked with previous MOS grants will assist schools in implementing this grant project. This will include setting up training and overall facilitation and evaluation of grant with the school. She will extend existing employment contract to include this project if awarded.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		23	2	11	23
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #05	Wisconsin Dells	Pam Hilleshiem-Setz	\$9,250		\$9,250	
Project Description				5-990513/R29-3		
<p>It is the intent of this project to design, develop, and implement a MOS certification program for students. Microsoft Office Specialist (MOS) certification, the premier Microsoft desktop certification, is a globally-recognized standard for demonstrating desktop skills. The MOS program is helping meet the demand for qualified and knowledgeable people in the modern workplace. Through this project, teachers and students will have an opportunity to demonstrate Microsoft Office skills by completing MOS certification exams in any of the application areas. This certification would provide an opportunity for schools to update curriculum and to align to industry standards. Students would be able to enhance employment portfolios, earn weighted credit for business classes, and/or have a tool for testing out of a required course.</p> <p>The major components of this proposal include: 1) Train business education teachers on SAM/TOM (Student Assessment Manager/Training Online Manager) and explore this software (or other similar vendorware) as a tool to assess students' ability to successfully pass up to two MOS certification exams. 2) Develop course updates to instruct on MOS skills and encourage students to take certification exams. 3) Update current curriculum by including MOS and align to the Wisconsin business education standards.</p> <p>To make earning MOS certification a convenient and more feasible option for students, schools will be purchasing two dedicated computers to do on-site testing at the individual schools. It has been CESA’s experience that by providing this option for schools, there is a higher rate of sustainability of continuing MOS certification within the schools. Schools can also become a testing center for community professionals and help to develop more business partnerships.</p> <p>A business education teacher and CESA 5 STW staff member who has worked with previous MOS grants will assist schools in implementing this grant project. This will include setting up training and overall facilitation and evaluation of grant with the school. She will extend existing employment contract to include this project if awarded.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	Business YA, MOUS (Word, PowerPoint)	13	2	13	13
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Eau Claire	Memorial and North High Schools	Laurie Hittman	\$13,302	\$5,976	
Project Description			4-15541/R29-5		
<p>The business education programs are committed to equipping all students with the knowledge and skills necessary for economic success in the real world. Students learn better when a purpose to study is seen. Research shows that people learn best by doing, i.e., when academic lessons are applied to real-world activities and situations. This linking is what vocational programs are all about, and, specifically, on what business education's mission is based. In the past, both high schools have worked diligently to incorporate Wisconsin State Skill Standards into the Business Youth Apprenticeship program. The success of both programs has proven two things—accountability and value on the work site for students. There was a combined total of 50 students who participated in the 2002-2003 Business Youth Apprenticeship program; preliminary numbers show an increase to 58 students for the 2003-04 school year. Not only will it be important for both schools to develop curriculum together, but also to try to establish even more quality mentors and work sites. Because of the success being experienced, strong relationships have been established and will continue to grow with these business youth apprenticeship mentors. As recognition and support from the community continues to grow, student opportunities expand. One of the ways to expand will be the inclusion of the Word and PowerPoint core MOS certifications into the Business Youth Apprenticeship curriculum (possibility of Access, Outlook, and Excel). Current business trends demand students to enter the workplace with marketable technical skills. Many of the courses offered are aligned with competencies from certification programs (ACE, MOS, IC3). Through technology courses, students can prepare to learn and improve computer application skills. However, taking into consideration not all of the business youth apprenticeship students are certified in MOS and to further enhance computer applications skills, it is vital to make sure all of the business youth apprenticeship students have the opportunity to achieve core MOS certifications in Word and PowerPoint. In addition to computer certifications, these seniors can integrate computer skills and business skills in real-world work experience in the program. Experience and learning can now be validated with credentials of one or more certifications. Because these certifications are industry certifications, both business and education recognize their validity.</p> <p>Traditionally, spring meetings establish individual goals for each student involved in the program. Work site possibilities are recommended based on these goals, then students apply and are selected for a specific position. A Coordinator/Mentor Breakfast continues to be offered to align employment and student goals. Evaluation expectations are set, and learning goals are developed at this meeting. This connects both business programs and mentors. Also, a student will have a clear direction and focus for the training plan. The expectations will be set high early in the school year, and progress is monitored throughout the experience.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	A+		20	4	5	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Mauston	Mauston	Ann Brandau Hynek	\$10,900		\$7,770	
Project Description				4-33602/R29-4		
<p>The A+ certification program will be developed to address the local goals established by students, businesses, faculty, parents, post-secondary institutions, as well as, the Model Priorities established by the Department of Public Instruction. The A+ certification program would serve to complement the existing CISCO Networking project and enhance the information technology opportunities that exist in the rural communities.</p> <p>The A+ program will provide students with the opportunity to obtain a nationally-recognized certification in the PC technician area. The students will be instructed using an industry-developed curriculum, which has a high success rate in terms of the ratio of people who pass the A+ certification test. The students will also gain valuable occupational knowledge, as the curriculum and hands-on lab work is based on real-life troubleshooting, problem-solving and overall computer servicing skill attainment. Students will be given the opportunity to practice technician skills in real life settings via the youth apprenticeship or supervised work experience offered at each of the high schools.</p> <p>The A+ certification will further develop the already existing CISCO project which was newly created at each of the high schools two years ago. The additional certification opportunity will allow students to leave the program with networking, as well as, service technician skills which makes them more marketable and well rounded. The combined program (CISCO/A+) also allows students to further explore career interests to make a more informed career choice for the future. Districts would incorporate the A+ certification into one of the CISCO modules that requires less class time. This allows the students to receive an additional certification and it also accommodates the high school scheduling process.</p> <p>The A+ certification fills a gap of curriculum offerings that exists in several small, rural high schools. Minimal coursework is currently available to students who choose a career in information technology. The districts offer related courses such as graphic design, computer math, and basic programming which address certain aspects/uses of technology. However, CISCO is currently the only advanced skill level course offering; it's only offered through the local technical college. The labor market is strong in the technology area; A+ Certification will offer students a jump start on a career or post-secondary training program.</p> <p>Youth apprenticeship will also be a large part of the program. All students will be encouraged to seek employment in a related business. Work site recruitment will be a main priority of the YA coordinator. Students will be asked to apply the knowledge learned in the classroom as competencies are completed.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		8	3	7	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Platteville	Dodgeville	Greg Quam	\$7,981		\$4,820	
Project Description				4-43892/R29-4		
<p>Wisconsin's academic standards for business indicate that communication skills are essential to success in the workplace. MOS certification will serve as documented evidence that business students are able to research/write business reports that incorporate graphic aids, edit business documents, and prepare and deliver formal presentations using appropriate graphics and media. (A.BS.1; A.BS.3; A.BS.12)</p> <p>Wisconsin's academic standards also place an emphasis on information systems/technology based on the rationale that technology continues to change. Students must be able to select from and apply the software tools available to them and understand the ethical and social issues related to the use of that technology. Microsoft Office Specialist certification would provides proof that business students are able to: 1) use the special features of software packages (templates); 2) use desktop publishing software; 3) import data, graphics, and scanned images; 4) use multimedia software to design presentations; 5) generate complex documents; 6) generate business forms; 7) generate newsletters and brochures, 8) create documents by merging information, and 9) establish and maintain a records management system. (B.BS.2; B.BS.6; B.BS.7; B.BS.8; B.BS.9; B.BS.12; B.BS.14; B.BS.15; B.BS.16; B.BS.17)</p> <p>Computer Skills for the 21st Century will help students demonstrate tangibly the ability to work independently, with initiative and with efficiency.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS (Word, PowerPoint, Excel, Access, Outlook)	520	200	260	300
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Sheboygan	Sheboygan	Tim Baneck	\$12,699	\$12,691	
Project Description			4-52713/R29-5		
<p>Funding is being proposed to update currirulum to meet industry-based training certificates in Microsoft Office Specialist certification and to help supplement student costs in offering the program. The district is attempting to provide opportunities for students to become certified in industry standards such as MOS certification.</p> <p>Courses will offer students the opportunity to become Microsoft certified in the following areas: Word 2002 Core, Word 2002 Expert, PowerPoint 2002 Comprehensive, Excel 2002 Core, Excel 2002 Expert, Access 2002 Core, Access 2002 Expert, and Outlook 2002 Core.</p> <p>The computer course curriculum now being offered needs to be rewritten in order to ensure students success in completing MOS certification. The diverse population in business classes are represented by a growing number of Asian and Hispanic students. The male/female ratio has been at 50/50.</p> <p>Today, "Microsoft Office is the most widely used productivity program in the world. However, the average user masters only a portion of the software's functionality. More and more, businesses are encouraging employees and job candidates to become certified. Companies doing so report improved employee competence and productivity, as well as increased credibility with coworkers' clients and customers," according to the Microsoft Education Solutions Group. By offering these industry-based MOS certifications, the Sheboygan Area school district would position themselves as leaders in the use of technology in work force development.</p> <p>These courses will be designed to prepare students for career and technical information standards and give them the opportunity to obtain the MOS certifications which were offered through the state’s contracted vendor.</p> <p>The school district must help students develop 21st-century business computing skills in addition to critical thinking abilities. Most students will use those skills while in school and as members of the workforce. It will provide proof of desktop skills and is a professional credential recognized around the world.</p> <p>A curriculum that is designed, monitored, and consistently updated to be certain it meets industry standards will be used. Instructors of the redesigned courses</p>					

Funding Source	Type of Certificated Program	Fiscal Agent	
BIT	MOS (Word, PowerPoint, Excel, Access, Outlook) <i>continued</i>	Sheboygan	
Project Description		4-52713/R29-5	
will be sent for MOS training.			
Students will be encouraged to take all levels of the MOS certification exams and will be monitored as to success so that this feedback can be used for further program improvement. Project funds will be used to assist students with MOS certification exam costs. The career and technical district coordinator will also be following up with the graduates to provide feedback on the correlation of high school preparation to post-secondary and career choices taken at one- and six-year intervals after graduation.			
The proposal is supported by the local Business Education Advisory Committee, as well as solidifying the needs and demands of Microsoft products in the current workforce. This proposal is further enhanced by the expansion plans of some local companies, such as Acuity Insurance Company and Johnsonville Sausage Company. Acuity's corporate headquarters, located in Sheboygan, will be increasing the "professional level" workforce by 650 jobs over the next nine years. The demand for computer software application workers will substantially increase. Acuity already has developed a partnership with the district by serving on the local advisory boards and assisting in the development of an Education for Employment Plan.			
The business and technology education departments are committed to playing a more active role in providing coursework that leads to students becoming certified in a myriad of information technology programs, such as MOS certifications.			
Additional advanced standing from Lakeshore Technical College for these courses will be sought. Some LTC courses being considered are: Beginning, Intermediate, and Advanced Excel (103-102); Beginning, Intermediate, and Advanced Word (103-100); Beginning, Intermediate, and Advanced Access (103-106); Beginning, Intermediate, and Advanced PowerPoint (103-104).			

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS (Word, Excel, Access, Outlook), IC3	50	11	15	7
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Verona	McFarland	Dale Herbers	\$15,167	\$6,615	
Project Description			4-59011/R29-4		
<p>The proposed project will be implemented in the business education program. It will encompass grades 9-12 as part of the business education curriculum. Comprised of two mechanisms, classroom instruction and real world job training through work-based programs, the viability of this project is well founded. Specific implementation will involve:</p> <p>1. Classroom Training—This component will be achieved by the offering of the Microsoft Office Specialist certification program. This certification is globally recognized as the standard for demonstrating competency in desktop computing skills in the Microsoft Office Suite of business productivity applications including Microsoft Word, Excel, Access, and Outlook. Microsoft certification ensures that workers have the skills needed for jobs that require computer skills. Many businesses and organizations identify individuals holding this certification as qualified candidates for positions requiring intermediate and advanced desktop skills. Most jobs in the modern workplace with its dependence on technology, require workers to use computers to increase individual and organizational productivity. Microsoft certification helps both workers and businesses succeed in today’s competitive information-driven economy. The key skills of word-processing, spreadsheet creation, database applications and presentation graphics are currently taught in Computer Applications 2. Word-processing with advanced formatting skills is taught in Information Processing 2. Additionally, for students who need skills that are more general IC3 certification can be used for advanced placement and in some cases will allow students to waive or test out of basic computer proficiency courses required at most post-secondary institutions. Currently, the Microsoft Word class is articulated with MATC;. Summer curriculum writing time has already been granted to articulate Microsoft Excel and Microsoft PowerPoint with MATC courses. Internet and Computing Core certification (IC3) will enable students to become certified in computer skills including: the basic computing fundamentals, key applications and living online in the digital age. These three core skill areas are currently taught in Computer Applications 1 which is a graduation requirement.</p> <p>2. The second purpose of the proposed project is the expansion of work-based learning opportunities to students. By offering certification, the school district hopes to expand opportunities for students to participate in youth apprenticeships, state certified skill co-ops and credited work-based learning experiences. These options are available to students at this time. With the active involvement of the Business Education Partnership (advisory committee) the goal is to increase work-based opportunities with local employers.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
BIT	MOS (Word, Excel, Access, Outlook), IC3 <i>continued</i>	Verona
Project Description		4-59011/R29-4
<p>Classroom instruction in combination with work-based learning initiatives will help students to prepare for MOS certification exams. In addition the high school will seek designation as a MOS and IC3 testing/certification site. This designation will allow all staff, faculty, and community members to take certification exams at the high school.</p> <p>Project Goal: To better prepare students for entry into the job market or secondary education by providing Microsoft Office Specialist and IC3 certification programs as a major focus of classroom instruction and work-based learning initiatives.</p> <p>Objectives of the proposed project:</p> <ol style="list-style-type: none"> 1. Business education teachers will become both MOS and IC3 certified. 2. Business education teachers will align curriculum of Computer Applications 1, Computer Applications 2 and Information Processing 2 with MOS and IC3 skills certification expectations. 3. Students in the aforementioned courses will receive training in various components of the MOS and IC3 programs. Training consists of classroom instruction and wherever possible a work-based learning component. 4. Students will be provided the opportunity to take MOS and IC3 tests free of charge in order to obtain certification. 		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	Cisco Networking, IT YA	2	1	1	2
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Whitehall	Alma Center	Delaine Stendahl	\$1,619	\$1,448	
Project Description			4-64266/R29-3		
<p>The purpose of this project is to implement Cisco Networking certification and Information Technology-Networking programs for students in the TVC schools as well as provide business communities with highly skilled, certified workers. This project will offer opportunities for businesses to partner with the local school district to access training for staff and to build a partnership in sustaining the program.</p> <p>Each of the TVC schools have written proposals for the Cisco Networking certification and Information Technology-Networking Youth Apprenticeship programs. These districts network and seek collegial support of each other in common areas of interest. Networking is an area these districts feel will provide outstanding opportunites for student growth and performance.</p> <p>As a consortia, the proposal will yield training for seven students interested in the field of networking. The numbers per district are as follows: Alma Center-Humbird-Merrillan-2, Arcadia-2, Blair-Taylor-2, Whitehall-1.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	Cisco Networking, IT YA	2	1	1	2
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Whitehall	Arcadia	Delaine Stendahl	\$1,144	\$949	
Project Description			4-64267/R29-3		
<p>The purpose of this project is to implement Cisco Networking certification and information technology-networking programs for students in the TVC schools as well as provide business communities with highly skilled, certified workers. This project will offer opportunities for businesses to partner with the local school district to access training for staff and to build a partnership in sustaining the program.</p> <p>Each of the TVC schools have written proposals for the Cisco Networking certification and Information Technology-Networking Youth Apprenticeship programs. These districts network and seek collegial support of each other in common areas of interest. Networking is an area these districts feel will provide outstanding opportunites for student growth and performance.</p> <p>As a consortia, the proposal will yield training for seven students interested in the field of networking. The numbers per district are as follows: Alma Center-Humbird-Merrillan-2, Arcadia-2, Blair-Taylor-2, Whitehall-1.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	Cisco Networking, IT YA	1	1	0	1
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Whitehall	Whitehall	Delaine Stendahl	\$959	\$755	
Project Description			4-64269/R29-3		
<p>The purpose of this project is to implement Cisco Networking certification and information technology-networking programs for students in the TVC schools as well as provide business communities with highly skilled, certified workers. This project will offer opportunities for businesses to partner with the local school district to access training for staff and to build a partnership in sustaining the program.</p> <p>Each of the TVC schools have written proposals for the Cisco Networking certification and Information Technology-Networking Youth Apprenticeship programs. These districts network and seek collegial support of each other in common areas of interest. Networking is an area these districts feel will provide outstanding opportunites for student growth and performance.</p> <p>As a consortia, the proposal will yield training for seven students interested in the field of networking. The numbers per district are as follows: Alma Center-Humbird-Merrillan-2, Arcadia-2, Blair-Taylor-2, Whitehall-1.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS	15	5	5	15
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Whitehall	Alma Center	Eileen Daniels	\$5,800	\$2,478	
Project Description			4-642612/R29-5		
<p>The purpose of this project is to implement MOS certification programs for students in the TVC schools as well as provide business communities with highly skilled, certified workers. This project will offer opportunities for businesses to partner with the local school district to access training for the staff and to build a partnership in sustaining the program.</p> <p>The business education teachers in the TVC schools have each written proposals for the MOS certification. These teachers often network and seek collegial support of each other in common areas of interest. MOS certification is an area these teachers feel will provide outstanding opportunitites for student growth and performance.</p> <p>The business education teachers involved in the planning of the proposal anticipate a total of 96 student participants in the four school districts. Specific numbers projected by district are as follows: Alma Center-Humbird-Merrillan-15, Arcadia-36, Blair-Taylor-30, and Whitehall-15. These participants are expected to take multiple MOS tests with an anticipated total number of tests being 153. Teaching and business partner staff members will also be allowed to participate in training and testing opportunities but will need to pay "at-cost" fees to participate. These staff fees and staff participant numbers ARE NOT included in the numbers or costs of the proposal.</p> <p>The consortia is currently investigating opportunities with area technical colleges regarding advanced standing credit opportunities for students completing MOS certification.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		36	9	15	36
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitehall	Arcadia	Eileen Daniels	\$7,105		\$4,372	
Project Description				4-642613/R29-5		
<p>The purpose of this project is to implement MOS certification programs for students in the TVC schools as well as provide business communities with highly skilled, certified workers. This project will offer opportunities for businesses to partner with the local school district to access training for the staff and to build a partnership in sustaining the program.</p> <p>The business education teachers in the TVC schools have each written proposals for the MOS certification. These teachers often network and seek collegial support of each other in common areas of interest. MOS certification is an area these teachers feel will provide outstanding opportunities for student growth and performance.</p> <p>The business education teachers involved in the planning of the proposal anticipate a total of 96 student participants in the four school districts. Specific numbers projected by district are as follows: Alma Center-Humbird-Merrillan-15, Arcadia-36, Blair-Taylor-30, and Whitehall-15. These participants are expected to take multiple MOS tests with an anticipated total number of tests being 153. Teaching and business partner staff members will also be allowed to participate in training and testing opportunities but will need to pay "at-cost" fees to participate. These staff fees and staff participant numbers ARE NOT included in the numbers or costs of the proposal.</p> <p>The consortia is currently investigating opportunities with area technical colleges regarding advanced standing credit opportunities for students completing MOS certification.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS	25	7	8	30
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Whitehall	Blair-Taylor	Eileen Daniels	\$5,155	\$2,593	
Project Description			4-642614/R29-4		
<p>The purpose of this project is to implement MOS certification programs for students in the TVC schools as well as provide business communities with highly skilled, certified workers. This project will offer opportunities for businesses to partner with the local school district to access training for the staff and to build a partnership in sustaining the program.</p> <p>The business education teachers in the TVC schools have each written proposals for the MOS certification. These teachers often network and seek collegial support of each other in common areas of interest. MOS certification is an area these teachers feel will provide outstanding opportunites for student growth and performance.</p> <p>The business education teachers involved in the planning of the proposal anticipate a total of 96 student participants in the four school districts. Specific numbers projected by district are as follows: Alma Center-Humbird-Merrillan-15, Arcadia-36, Blair-Taylor-30, and Whitehall-15. These participants are expected to take multiple MOS tests with an anticipated total number of tests being 153. Teaching and business partner staff members will also be allowed to participate in training and testing opportunities but will need to pay "at-cost" fees to participate. These staff fees and staff participant numbers ARE NOT included in the numbers or costs of the proposal.</p> <p>The consortia is currently investigating opportunities with area technical colleges regarding advanced standing credit opportunities for students completing MOS certification.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		15	5	5	15
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitehall	Whitehall	Eileen Daniels	\$5,800		\$2,478	
Project Description				4-642615/R29-4		
<p>The purpose of this project is to implement MOS certification programs for students in the TVC schools as well as provide business communities with highly skilled, certified workers. This project will offer opportunities for businesses to partner with the local school district to access training for the staff and to build a partnership in sustaining the program.</p> <p>The business education teachers in the TVC schools have each written proposals for the MOS certification. These teachers often network and seek collegial support of each other in common areas of interest. MOS certification is an area these teachers feel will provide outstanding opportunites for student growth and performance.</p> <p>The business education teachers involved in the planning of the proposal anticipate a total of 96 student participants in the four school districts. Specific numbers projected by district are as follows: Alma Center-Humbird-Merrillan-15, Arcadia-36, Blair-Taylor-30, and Whitehall-15. These participants are expected to take multiple MOS tests with an anticipated total number of tests being 153. Teaching and business partner staff members will also be allowed to participate in training and testing opportunities but will need to pay "at-cost" fees to participate. These staff fees and staff participant numbers ARE NOT included in the numbers or costs of the proposal.</p> <p>The consortia is currently investigating opportunities with area technical colleges regarding advanced standing credit opportunities for students completing MOS certification.</p>						

Family and Consumer Education

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Services CS	2	1	1	2
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #05	Cambria-Friesland	Pam Hilleshiem-Setz	\$3,885	\$3,500	
Project Description			4-99056/R29-3		
<p>The family and consumer education department is very interested in developing and instituting the industry-based occupational certification program in Food Services certified skills co-op. Food services co-op will build in components of the ProStart curriculum. The community offers limited employment opportunities. The district will be addressing a universal community need for skilled workers and will also be providing the students with skills and experiences necessary to be gainfully employed upon completion of the course. It is further anticipated that these students will go on to enroll in a post-secondary education program and will receive articulated credits from the technical college system.</p> <p>Through the development of curriculum, instructional strategies, activities, assessments, knowledge of Pro-Start, and linking with business/industry, the school district will create a network of learning opportunities for students and ultimately enhance the departmental program.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ACCT		17	2	1	17
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #05	Columbus	Pam Hilleshiem-Setz	\$4,777		\$4,400	
Project Description				4-99057/R29-3		
<p>The family and consumer education department is very interested in developing and instituting the industry-based occupational certification program, Assistant Child Care Teacher (ACCT). The community is small and offers limited employment opportunities. However, by implementing the assistant child care teacher program, the district will be addressing a universal community need for skilled child care workers and will also be providing the students with skills and experiences necessary to be gainfully employed upon completion of the courses related to ACCT. There is also a new day care center being built in the community that will be able to care for over 50 children. It is hopeful that ACCT student participants will become a valuable resource to the business. It is further anticipated that the students will go on to enroll in a post-secondary education program based on the positive experiences as an ACCT.</p> <p>By awarding this grant to the FCE program, the district will be able to redesign the curriculum, improve instructional strategies, develop best practice activities, expand assessments, create business links that will enhance learning, and provide students with certificate based skills that will be useful to them in the future.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ACCT		10	3	1	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #05	Westfield	Pam Hilleshiem-Setz	\$4,777		\$4,400	
Project Description				4-990511/R29-3		
<p>The family and consumer education (FCE) department is very interested in developing and instituting the industry-based occupational certification program, Assistant Child Care Teacher (ACCT). The community is small and offers limited employment opportunities. However, by implementing the assistant child care teacher program, the district will be addressing a universal community need for skilled child care workers and will also be providing the students with skills and experiences necessary to be gainfully employed upon completion of the courses related to ACCT. There is also a new day care center being built in the community that will be able to care for over 50 children. It is hopeful that ACCT student participants will become a valuable resource to the business. It is further anticipated that the students will go on to enroll in a post-secondary education program based on the positive experiences as an ACCT.</p> <p>By awarding this grant to the FCE program, the district will be able to redesign the curriculum, improve instructional strategies, develop best practice activities, expand assessments, create business links that will enhance learning, and provide students with certificate based skills that will be useful to them in the future.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS	4	1	3	4
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #05	Wild Rose	Pam Hilleshiem-Setz	\$4,336	\$4,100	
Project Description			4-990512/R29-3		
<p>The family and consumer education department is very interested in developing and instituting the industry-based occupational certification program in Food Services certified skills co-op. Food services co-op will build in components of the ProStart curriculum. The community offers limited employment opportunities. The district will be addressing a universal community need for skilled workers and will also be providing the students with skills and experiences necessary to be gainfully employed upon completion of the course. It is further anticipated that these students will go on to enroll in a post-secondary education program and will receive articulated credits from the technical college system.</p> <p>Through the development of curriculum, instructional strategies, activities, assessments, knowledge of Pro-Start, and linking with business/industry, the school district will create a network of learning opportunities for students and ultimately enhance the departmental program.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Family and Community Services CS	3	1	0	3
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #10	Bruce	Bill Harycki	\$5,145	\$5,145	
Project Description			4-99101/R29-3		
<p>This project will be an enhancement and extension of the basic grant submitted by CESA 10 under Carl Perkins funding. Priorities for activities in this grant will include career planning and work site placement. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the certified co-op skills standards program, articulated credits with technical college program, career and post-secondary portfolio supporting student’s achievements and skill development, and recommendations from business/industry mentor, supervising teacher, and district administrator. Funds will be used to provide professional/staff development in curriculum content, occupational competencies, supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business/industry partners, career development activities and transition planning, establishing articulated agreements with technical college programs and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop, coordinate, and supervise the program.</p> <p>This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. Core indicators and levels of performance will be used as a template for development of the certified co-op program. Students will be able to achieve academic standards along with occupational and employability skills in Certified Skills Co-op—Family and Community Services.</p> <p>A regional advisory group, including local representatives, will provide input and directions on project development, implementation, and evaluation. The group consists of educators, students, parents, business and industry, community, and CESA representation. The local profile in the region indicates a growth in business and industry with availability for workforce/career opportunities. Labor market profiles indicate a shortage in the workforce represented by this grant application and supports the need for this student program to be implemented and grown.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Family and Community Services CS	5	3	0	5
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #10	Ladysmith-Hawkins	Bill Harycki	\$13,650	\$13,650	
Project Description			4-99103/R29-3		
<p>This project will be an enhancement and extension of the basic grant submitted by CESA 10 under Carl Perkins funding. Priorities for activities in this grant will include career planning and work site placement. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the certified co-op skills standards program, articulated credits with technical college program, career and post-secondary portfolio supporting student’s achievements and skill development, and recommendations from business/industry mentor, supervising teacher, and district administrator. Funds will be used to provide professional/staff development in curriculum content, occupational competencies, supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business/industry partners, career development activities and transition planning, establishing articulated agreements with technical college programs and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop, coordinate, and supervise the program.</p> <p>This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. Core indicators and levels of performance will be used as a template for development of the certified co-op program. Students will be able to achieve academic standards along with occupational and employability skills in Certified Skills Co-op—Family and Community Services.</p> <p>A regional advisory group, including local representatives, will provide input and directions on project development, implementation, and evaluation. The group consists of educators, students, parents, business and industry, community, and CESA representation. The local profile in the region indicates a growth in business and industry with availability for workforce/career opportunities. Labor market profiles indicate a shortage in the workforce represented by this grant application and supports the need for this student program to be implemented and grown.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Youth Leadership	34	28	34	34
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #11	River Falls	Nancy Graese	\$32,268	\$12,000	
Project Description			4-991112/R29-3		
<p>This past school year, several CESA #11 districts have been piloting the family and community services into existing courses. Four districts will continue and eleven new districts want to begin the process. However, this grant will focus on one district, River Falls. As a result of district needs assessment processes with administrators, teachers, business representatives and community service providers, two areas of need have emerged consistently. The growing elderly population have many unmet needs in order to maintain dignity and independence. The dual career families create child care issues including daycare, latch key, and other household services. Communities need workers that can provide these services. Therefore, this grant will help students explore these work options and develop work competencies needed by workers in human services. Year one of this project is indicating that paid work experience in family and community services is difficult to obtain. Plenty of volunteer opportunities exist. The Youth Leadership skill standard certificate program will be implemented in the River Falls high school.</p> <p>The objectives of this project will be to create a district curriculum and management structure which will:</p> <ul style="list-style-type: none">a) involve students in work experiences in their communitiesb) foster community partnerships which will help students learn about the value of working in their communityc) help students receive certification of competence in the Wisconsin Youth Leadership skill standard certificate programd) foster students portfolio development of challenging academic and vocational standards, and including leadership development experiences. <p>INCLUDE THE FOLLOWING:</p> <ul style="list-style-type: none">* Create a process for developing community service projects* Develop curriculum process to link Family and Consumer Education and other state academic standards to the service projects* Plan training for student portfolio development and student leadership development					

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership <i>continued</i>	CESA #11
Project Description		4-991112/R29-3
<p>*Facilitate teacher work/training sessions</p> <p>CURRICULUM AND STAFF DEVELOPMENT:</p> <p>September 2003</p> <ul style="list-style-type: none"> * Introduction to project * Clarification of project goals/roles * Commitment to project outcomes * Curriculum planning including: <ol style="list-style-type: none"> 1. identification of student outcomes 2. linkages to Family and Consumer Education and other state standards 3. potential partnerships communication and management structure * Create sustainability/dissemination plan * Formative and summative evaluation procedures/shared rubric <p>Bi-monthly - ITV/face-to-face/teleconference</p> <ul style="list-style-type: none"> * Implementation issues * Portfolio development * Technology integration * Continue work with mentor from the state pilot project * Regional advisory committees * Project evaluation <p>Spring 2004</p> <ul style="list-style-type: none"> * Each school will create means to share learning * Awards and recognition of achievement 		

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership <i>continued</i>	CESA #11
Project Description		4-991112/R29-3
<ul style="list-style-type: none"> * Student/teacher/business networking * Student Celebration of Learning (Including other work-based learning/service learning projects) <p>June 2004-10 days</p> <ul style="list-style-type: none"> * Evaluation and reflection * Curriculum refinement based on formative evaluation results * Identification of training needs * Create final report * Develop sustainable/dissemination roles 		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Child Services CS	40	6	0	5
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Chippewa Falls	Chippewa Falls	Bill Harycki	\$17,700	\$17,700	
Project Description			4-10921/R29-5		
<p>The purpose of this project is to establish the Family and Consumer Education co-op skills standards program in the Chippewa Falls district. The program areas include certified co-op in Child Services. This project will be an enhancement and extension of the basic grant submitted by Chippewa Falls under Carl Perkins funding. Priorities for activities in this grant will include career planning and work site placement. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the co-op skills standards program, articulated credits with technical college program, career and postsecondary portfolio supporting student's achievements and skill development, and recommendations from business/industry mentor, supervising teacher, and district administrator. Funds will be used to provide professional/staff development in curriculum content, occupational competencies, supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business/industry partners, career development activities and transition planning, enhancing articulated agreements with technical college programs and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop, coordinate, and supervise programs.</p> <p>This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan within the district, core indicators and levels of performance will be used as a template for development of the certified co-op programs. Students will be able to achieve academic standards along with occupational and employability skills in Child Services.</p> <p>A local advisory group, including local representatives, will provide input and directions on project development, implementation, and evaluation. The group consists of educators, students, parents, business and industry, community, and CESA representation. The local profile in the region indicates a growth in business and industry with availability for workforce/career opportunities. Labor market profiles indicate shortages in the workforce represented by this grant application and support the need for these student programs to be implemented and grown.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ACCT		10	4	0	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Hayward	Hayward	Andy Eaton	\$14,000		\$14,000	
Project Description				4-24781/R29-5		
<p>This project will disseminate the ACCT program in the Hayward school district and serve as a model for other districts in the CESA 12 area. The Hayward school district, CESA 12, and the Wisconsin Council for Children and Families (WCCF) will work together to provide the following activities: 1) The Hayward FCE teacher will implement the ACCT program and consult with other districts interested in implementing an ACCT program; 2) The WCCF will develop lesson units on Early Childhood Brain Development (ECBD) that can be integrated into the ACCT curriculum and train teachers in the CESA 12 region to use the ECBD materials; 3) CESA 12 will sponsor an in-service to train FCE teachers throughout the region to implement an ACCT program.</p> <p>The intended outcomes for this project include: 1) The Hayward school district will serve as a model and disseminate expertise to other districts in the region with the intended purpose of increasing the number of schools that offer ACCT in the FCE curriculum (1S2); 2) The ACCT curriculum will be improved by adding ECBD lesson units allowing students to demonstrate attainment of academic skills based on challenging state standards (1S1); 3) the number of students who will be able to enter post-secondary training with advanced placement or to enter the child care service industry with the required certification will be increased (2S2).</p> <p>Funds are requested for staff time, curriculum materials, and equipment for the Hayward FCE lab, curriculum consultant time for the WCCF to prepare and print lesson units and train teachers, and in-service costs for CESA 12 to sponsor training of teachers.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS		21	7	8	12
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Merrill	Merrill	Marla Konkol	\$8,085		\$7,091	
Project Description				4-35006/R29-5		
<p>Merrill has offered courses like Exploring Foods and Creative Cooking to the students and have found more students are interested in the food service industry. There is no certificate program for high school students in the food industry area. There is a McDonalds in town which has contacted us as well as many family-run restaurants since Merrill is in a tourist area. Merrill school district would like to open the opportunities for students by starting an Introduction to Food Service program so the students can receive certification. Merrill will register with the DPI certified skills Food Services co-op program.</p> <p>In addition, area technical colleges (Rhineland and Appleton areas) have programs for Merrill to articulate as well as St. Joseph Hospital in Marshfield serves 30,000 meals a day and would be an excellent source to draw upon. Therefore, the high school students can earn credit at the high school level, earn credit at the technical school level, and earn credit at the university level by taking high school courses. The family and consumer education foods program looks for more opportunities in which to assist students in pursuing a successful career.</p> <p>The purposes of the food services certified co-op program are:</p> <ul style="list-style-type: none">-To provide students with the opportunity to demonstrate achievement of the Wisconsin Acdemic Standards for Family and Consumer Education.-To perform entry-level employability skills independently.-To provide incentives for the development of quality personal and professional portfolios. <p>By challenging the Merrill high school students to achieve these higher levels of performance, the F/CE department is able to increase interest in the classes. It encourages students to take the initiative to continue improving themselves and getting more actively involved in the community.</p> <p>Other people that will be involved in assisting students in earning these credentials include community people, business people, other students. In order to be a leader, there must be people who are willing to be led. In addition, resources must be available to carry out the various projects and events.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS		15	2	8	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Waunakee	Waunakee	Debbie Brewster	\$18,275		\$18,275	
Project Description				4-61811/R29-4		
<p>Waunakee community high school is now in it's first year of teaching the Hospitality and Leisure Services and the related co-op program. This course is a capstone course that follows the sequence of <i>Foods and Nutrition</i> and <i>Flair with Foods</i> courses. The community has recently remodeled the entire food classroom and lab setting, including the addition of a food service laboratory space. To that end, the instructor attended the Madison Area Technical College Summer Leisure Services Institute in 2001, where an overview of the hospitality and leisure services industry was experienced. In addition, the instructor participated in the Teacher Externship 2002 program course work where she worked at the Marriott Hotel in the food and beverage department in both back-of-the-house and front-of-the-house to receive work experience. During these two summer experiences, valuable hands-on applications tied to classroom lessons and continued hours toward co-op certification were earned. By attending the one-day ProStart Seminar in the summer of 2002 that was presented by the Wisconsin Restaurant Association, she was able to incorporate the ProStart program into the Hospitality and Leisure Services Curriculum. At present, co-op students earn General Employability Skills credit and the instructor offers this opportunity "in kind" to the students of the school district. This course is presently articulated with Madison Area Technical College Culinary Arts Department for two college credits.</p>						
<p>This grant would fully implement the Family and Consumer Food Service skills certificate co-op program, a priority program of the state. This funding would be used for the instructor as outside the school day coordination time from September, 2003 to June, 2004. The instructor is interested in formalizing the Hospitality and Leisure Services curriculum by writing both class and co-op curricula to meet both state standard and skill standard attainment, using WIDS format (the instructor is a trained WIDS instructor). Additional articulated credits at Madison Area Technical College are available by using the ProStart program. This program would be incorporated into the curriculum. This grant would provide official time to introduce and supervise the completion of food service competencies with area mentors, and to supervise the Food Service Skills Standard Co-op students and support the needs of a new program. The addition of ProStart Year 2 textbooks and resources would make this availability a reality. Since many of the current employers have supported the general employability skills program at Waunakee high school, there is experience in validating standards displayed by student-workers. Supervision time would be used to introduce and supervise another set of skill competencies. Waunakee school district's vision is the opportunity for students to continue to earn a Food Service Employability Skills Certificate as juniors and a Food Service Skills Standard Certificate during the senior year while participating in the capstone Hospitality and Leisure Services class. An existing Hospitality and Leisure Services Advisory Committee would be the natural vehicle to attain advice/support of skill</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Food Service CS <i>continued</i>	Waunakee
Project Description		4-61811/R29-4
<p>competency completion for the program. Upon graduation, the student could potentially earn the Food Service Employability Skills Certificate, the Food Service Skills Certificate, up to 12 articulated credits into Madison Area Technical college, and be eligible to apply for National and Wisconsin Restaurant Association scholarships through the ProStart program. Excellent credentials for any future hospitality career.</p> <p>With the addition of two new restaurants in the village of Waunakee this past year, there are eight restaurants in the village. Most of these restaurants employ students who are enrolled in the F/CE program. There is a strong base of students enrolled in the <i>Foods and Nutrition</i> Class and the <i>Flair with Foods</i> Class to ensure students for the Hospitality and Leisure Services Class in the future.</p> <p>With the remodeling of the foods classroom and lab setting, one detail was overlooked: an operational food service commercial fan and exhaust system. Unfortunately, little of the food service lab equipment has been used because the district's food service lab does not meet state code. The grant would help to support this dire need so that a fully functioning food service lab could be used by students. Finally, the addition of some needed small food service equipment would make the food service lab complete.</p> <p>The school has an active local chapter of the HERO program that does many community projects. With the full implementation of the proposed program, it would expand HERO to include FCCLA. A key component of this program is a field trip to the Midwest Host Expo in Milwaukee for the Wisconsin Restaurant Association state meeting. Present students have expressed a strong desire to compete in the high school student Culinary Competition and Knowledge Bowl Competition and Waunakee would be able to do this next year with a fully implemented program. The instructor is also interested in student participation/competition in the Career Skills Conference, held each spring in Madison. Another goal would be to have students become active members in FCCLA and compete in competitions and qualify for state and national recognition.</p> <p>The Hospitality and Leisure Services program joins ten other co-op programs at Waunakee high school: Alternative Learning Program, Art, Agriculture, Business, Foreign Language (Spanish and French), General Employability Skills, Marketing, Supported Work Experience (CD), Technical Education and Work Experience (Special Ed). All co-op teachers meet monthly to discuss student issues, improve common curricula, coordinate a Mentor Breakfast held each spring, and work as a team to provide a coordinated work-base learning experience for students.</p>		

Health Science Occupations Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA		13	5	3	13
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #04	Black River Falls	Robert Greene	\$36,065		\$25,065	
Project Description				4-99042/R29-3		
<p>For the past several years, representatives from diverse employment fields have served on the local School-To-Work Council and explored various means to involve students in experiences that prepare them for the world of work. The council recognizes the growing need to promote the area of health care to high school students. It further realizes that a well-trained workforce will be needed to meet the challenges of the medical profession in years to come. The council would like to move forward at a more rapid pace to obtain momentum and to meet student interest in the program.</p> <p>The district has also expanded partnership efforts to link with the Jackson County Community Health Network consisting of representatives from Pine View Care Center Facility, Family Heritage Nursing Home, Memorial Hospital, Krohn Clinic/Pharmacy, Ho-Chunk Health Services, WWTC, Jackson County Human Services, Workforce Connections, and the school district. This organization conducts career exploration activities for students in the county through the schools, provides instructional materials, speakers and a resource bureau and has developed a long-range plan for increasing the health care industry in the county.</p> <p>The district piloted a Health Services and SNA program this year with an anticipated participation of 13 students, who would also participate in the the Health Services Youth Apprenticeship program. To date, the district has well exceeded it's projections. Fifteen students have taken part in the program ranging from taking Medical Terminology class to taking SNA, Medical Terminology, and seeking employment in the field. Eleven of these students have chosen to further experiences through the youth apprenticeship program. Several of the participants are special populations students. As a result of the successes and achievements of the current participants, word-of-mouth, etc., the district has an abundance of youth interested in pursuing skilled nursing certification opportunities next year. At this time there are currently 22 students on a waiting list for the program beginning next fall. Students and parents inquire about the program each week. In order to implement a program of such magnitude, the district seeks funding to move forward. Current partners are exploring avenues for future funding sources which will not be available in time to meet the student demand for the upcoming school year. These partners are eager to help establish an ongoing program to meet future health care needs in the county.</p> <p>This proposal provides for 24 students to prepare for Skilled Nursing Assistant certification to gain on the job experience in the field and complete the first step toward post-secondary degrees. It is anticipated that 25% of the students will be able to participate in work-based learning within the medical field.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA	25	2	2	25
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #06	Campbellsport	Tom Koch	\$49,812	\$25,000	
Project Description			4-99062/R29-3		
<p>The health services youth apprenticeship is a curriculum offering available through the Fond du Lac School to Work Consortium. The consortium is comprised of the Fond du Lac Association of Commerce and the school districts of Campbellsport, Fond du Lac, Lomira, North Fond du Lac, Oakfield, and Rosendale/Brandon. Presently there is a one-year program. The purpose of this project will be Health Occupations II.</p> <p>Student interest in this particular apprenticeship is increasing; therefore, the consortium is investigating ways to accommodate the growing numbers of students as well as equip local health care providers with skilled workers.</p> <p>Under this project, the Health Care Apprenticeship may be a one- or a two-year program that includes certified nursing assistant training and instruction relating to health facility operations, therapeutic services, and diagnostic services. Current worksites have gone above and beyond the curriculum by adding phlebotomy and pharmacology components. The curriculum prescribes specific work-based and classroom competencies that all participants must master. Upon completion of the apprenticeship, students will be awarded a State of Wisconsin Certificate of Occupational Proficiency. Post-secondary credit will be negotiated with local technical colleges and universities.</p> <p>This project will involve the STW Coordinator at Campbellsport and two high school staff teachers, including one science teacher and one family and consumer education teacher (the school districts will pay for the salary relating to the HO course). Under this project, the intent is to hire three nurse recruiter consultants to do the teaching for the Certified Nursing Assistant exam and CPR, etc. These recruiters will be teaching under the auspices of at least one of the high school teachers at all times. The equipment and materials will be purchased for the healthcare operations and anatomy and physiology course training and will be housed at Campbellsport. The nurse recruiter, under the auspices of the high school staff, will be doing the basic necessary training for the certification.</p> <p>The intent and purpose of the Carl D. Perkins Vocational and Technical Education project is to cover costs associated with the certified nursing assistant training and the development of ancillary coursework (i.e., Anatomy and Physiology and Introduction to Health Care Occupations).</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA, Health Services YA		20	8	3	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Osceola	Nancy Graese	\$27,147		\$18,372	
Project Description				4-991110/R29-3		
<p>The school district of Osceola recognizes the need for students to better understand the careers related to the health care field that are available to them in northwestern Wisconsin. A certified work-based learning experience may be one of the keys to help students find success.</p> <p>This grant will have two focus areas: 1) Assist interested students with coordination, organization, and resources for Certified Nursing Assistant programs, 2) Provide information, professional development, and resources to districts toward developing or improving health occupations concepts and strategies in the K-12 system.</p> <p>The primary requirement for many jobs for students and adults interested in a particular job in a health care facility is a Nursing Assistant certificate. This project work would help Osceola staff become more knowledgeable about the course work required and the competencies to be attained. CESA staff will assist in establishing the necessary components so students may attain this industry-recognized certification.</p> <p>This proposal would offer an articulated health care service to students. Students could participate in all courses leading to articulation in the Associate Nursing Degree program or Occupational Therapy Assistant program. Medical Terminology would be offered using the instructional television system as the delivery mode. Students within reasonable driving distance may participate at a Wisconsin Indianhead Technical College site. Students would come to the site at regular intervals for lab or field work instruction. The outcome will be eligibility for a Health Youth Apprenticeship.</p> <p>The CESA coordinator will work to further develop local capacity to construct certification programs and youth apprenticeship programs in health, that match student interest in health-related occupations. The Osceola contact person will work on development of scheduling and curriculum sequences that would support students' occupational choices. The coordinator will participate in two Regional Health Alliance Councils and the advisory committee for the UW-Stout advisory committee for Health Science Occupations program.</p> <p>Each student will be assigned a health care mentor and develop an educational plan which outlines short- and long-term education and training goals. Students</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	CNA, Health Services YA <i>continued</i>	CESA #11
Project Description		4-991110/R29-3
<p>will have chat groups and list serves established to communicate among themselves, their instructors, health care providers, CESA #11 staff, and local district staff. The CESA #11 technology infrastructure will be used to support that communication system for students and teachers. The SciMaTech Resource Center and the Vocational Library staff will identify resources which link to student course work and provide access via the van delivery service. The library currently has a wide variety of science-based materials such as human upper torsos, skeletons, model human brains, anatomy lesson designs, heart rate monitor, energy cycle, video tapes, etc. Students could use all of these resources in their district. The project will provide for additional resources as needed.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA, CPR		40	9	2	21
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Green Bay	East, Preble, Southwest, West	Jeff Hoppe	\$17,765		\$17,765	
Project Description				4-22893/R29-5		
PROGRAM DESCRIPTION						
<p>Green Bay public schools have developed a health occupations component as part of the family and consumer science department. Included in that program is an Introduction to Health Careers class and the Nurse Aide class. Both of these courses are offered at each of the four high schools in the district. In addition, one of the high schools, East high, includes a Health Services Career Academy. The offerings in the academy include Health Occupations I and II and The Language of Health Care (medical terminology). Green Bay public schools also began a partnership with Northeast Wisconsin Technical College in 2003-04. Staff are being provided to teach Anatomy and Physiology at East high school in the 2003-04 school year. Students from all four high schools take the course at East. In the 2004-05 school year, it will be taught by staff from Green Bay public schools.</p>						
<p>Health Services is the largest industry group in the county. Brown County is a regional center with four major hospitals and all of the services that support them. Four of the ten largest private sector employers are in health related fields. The addition of a cluster of health related classes has been an excellent addition to Green Bay public schools and the family and consumer science department. It brings the course offerings in line with labor market needs in the community by providing a cluster of classes that include career exploration and development as well as courses that provide an opportunity to earn advanced standing at both the technical college and university.</p>						
<p>The course that has been very worthwhile for students is the Nurse Aide class, but it is a very expensive class course to deliver. It attracts students with post-secondary plans that vary from those going directly to the workforce to those that are using it as entry level to being a health care professional with advanced degrees. The approval of this grant will do four things: 1) Purchase equipment, books, and instructor time to add CPR for Healthcare Providers to the curriculum. 2) Provide for staff coordination of the written and competency testing and necessary equipment. 3) Provide dollars to contract Primary Instructors to supervise 28 hours of clinicals. 4) Provide necessary staff development for FCS teachers.</p>						
<p>Also a part of the 2003-04 plan is to plan for the implementation of a Health Occupations of America (HOSA) chapter. Currently Green Bay public schools</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	CNA, CPR <i>continued</i>	Green Bay
Project Description		4-22893/R29-5
<p>have an implementation plan for additional student organizations. VICA is for the 2003-04 school year and HOSA and FCCLA are scheduled for implementation in the 2004-05 school year. This plan has gone to the Board of Education and has been approved. Teachers involved with the Nurse Aide class and the Health Academy can plan for implementation.</p> <p>CERTIFICATION</p> <p>The approval of this grant will provide for all qualified students to receive the Certified Nursing Assistant certificate and to upgrade the course offering to include CPR for health care providers. This is something that the facilities are requesting as a necessary part of CNA training and adds an additional credential for students.</p> <p>The cost of delivering the course, competency testing, and supervision of clinicals has been increasing. This grant will enable the district to secure necessary equipment and provide compensation for additional clinical sections.</p> <p>CPA CORE INDICATORS</p> <p>(1S1 & 2S1) Teachers have found this course to be an extremely valuable course that engages students of all academic abilities. Built into the course are attendance and grade requirements that must be met in order to complete clinicals and the state competency exam. Although data has not been collected, it is very probable that the increased attendance and the engagement in a career focus area has a positive effect on the graduation rate. Students see the relevance of the course and that it can provide an adequate entry-level wage and opens the doors for employment that provides tuition reimbursement.</p> <p>(1S2 & 2S2) This course also provides a very direct link to the technical college. Students entering nursing programs in the technical college system are required to have the CNA certification. Many of the students in the CNA class also take other health services classes offered in the district. The district has an articulated agreement with the technical colleges for Language of Health Care (Medical Terminology) and students can earn transcribed credit with the Anatomy and Physiology course.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA, Health Services YA, CPR, First Aid, Employability Skills		23	19	14	23
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Marshfield	Marshfield	Jane Wagner	\$39,660		\$29,660	
Project Description				4-33391/R29-5		
<p>The purpose of this project is three-fold. One goal is to expand enrollment in Health Services Career-Op which incorporates Health Youth Apprenticeship. A second goal is to incorporate the Applied Technologies "Health Science Education Series" in the Exploring Health Careers and Science classes. Thirdly, Marshfield high school (MHS) staff and students plan to start up a Health Occupations Students of America in collaboration with health care professionals at the Marshfield Clinic. Based upon completion of comprehensive career planning activities, a rigorous and coherent sequence of related courses, and work-based learning/school-based learning experiences, the learner will be prepared for post-secondary education or an entry-level employment opportunity in the health care industry.</p> <p>The MHS Health Services Career-Op program incorporates a one- or two-year Youth Apprenticeship certificate and Certified Nursing Assistant training. The curriculum defines specific competencies students must master through combined classroom and work-based instruction. Students will be awarded a certificate of occupational proficiency by the Governor's Work-based Learning Board upon successful completion of high school diploma requirements and achievement of skills standards in the four units of the health services curriculum. Students must master competencies in the following areas: Health Facility Operations, Therapeutic Services, and Diagnostic Services. Expanding enrollment beyond the current 10 students is one goal for this 10% grant funding.</p> <p>According to the Bureau of Labor Statistics, of the 30 fastest growing occupations, 17 are health-related. The Wisconsin Department of Workforce Development predicts that one of every three new jobs in Wisconsin between 1998 and 2008 will be in health care. A 20.2% growth in health care positions (45,530) is projected in the same timeframe, plus close to that number of employees will have to be replaced. Rapid growth among health-related occupations is a direct result of present employer needs and predictions of future shortages. Health care trends include rising costs, an aging and increasingly diverse population, medical innovations, and informed consumers.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent	
HSOE	CNA, Health Services YA, CPR, First Aid, Employability Skills <i>continued</i>	Marshfield	
Project Description			4-33391/R29-5
<p>Currently, many areas of health career exploration aren't being covered in Exploring Health Careers due to limited time and resources. Exploring Health Careers is a one semester course for sophomores, juniors, and seniors. This class is a prerequisite for Health Services Career-Op. Approximately 60 students enroll in this course each year. Due to limited resources, students aren't given opportunities to explore different avenues and acquire the skills necessary to make a career choice within the health field. According to the National Health Care Skills Standards, there are core and specialized skill standards that should be incorporated into student learning. Using funding from this grant, the high-level, multimedia based, series of modules designed by Applied Technologies entitled "Health Science Education Series," will give students opportunities to explore concepts and real-world applications relevant to the ever-growing health care field. The modules will be incorporated into both family and consumer education and science classes.</p> <p>Seniors who have an interest in working in a health field may enroll in Family and Consumer Education Co-op. During school-based instruction, students learn to appreciate the ability to help people who need health care and better understand health related issues. Work-based learning encourages skill development in health occupations along with the opportunity to earn the DPI Employability Skills certificate. Since health services is the fastest growing career cluster in Wisconsin and health care facilities are the major employers in the Marshfield area, a meeting was conducted on January 13, 2003 to investigate the possibility of establishing a Health Occupations Students of America (HOSA) at MHS. Attendees included representatives from the Marshfield Clinic, Marshfield high school administrators, school nurses and teachers, and the Mid-State Technical College HOSA advisor and the group unanimously endorsed start up of HOSA. Funding from this grant will assist with initial costs for supplies, equipment, and staffing for what could be a dynamic student organization at Marshfield high school. The HOSA Co-Advisors from Mid-State Technical College are supportive and willing to serve as mentors for the Marshfield high school HOSA Co-Advisors. These teachers discussed the potential for the MSTC and MHS students to partner while implementing a service project, fundraiser, and/or social activities.</p> <p>MHS students are encouraged to register for the CPR/First Aid courses offered through the Marshfield Community Learning Center after school program in collaboration with the American Red Cross.</p> <p>Students will be eligible for advanced standing credits at a Wisconsin Technical College offering a health related associate degree. Graduates of Health Services Youth Apprenticeship will earn two credits at Mid-State Technical College for Medical Terminology and four transcribed credits for Certified Nursing Assistant. Mid-State faculty in the general education division are meeting with high school teachers in Spring 2003 to discuss the potential of articulation for Introduction to Anatomy and Physiology.</p>			

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Services YA	20	1	6	10
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Mauston	Mauston	Ann Brandau Hynek	\$27,060	\$27,060	
Project Description			4-33603/R29-4		
<p>The Health Services Youth Apprenticeship project is designed to expand the current programming and transition into the eventual development of a first year LPN program at the high school level. The project intends to provide CNA training to more students, offer first aid and CPR at the high school, and begin an intensive articulation process between the high school coursework and the local technical college (Western Wisconsin Technical College). In addition, the district looks forward to establishing a regional HOSA chapter with the assistance of a coordinator hired through the proposed project.</p> <p>The CNA, First Aid, and CPR courses will all lead to nationally-recognized certifications and will also assist students in the development of higher level skill proficiencies in the health care area. The district’s goal is for students to follow a well-developed system that begins in the freshman year of high school and ensures the high school experience leads to the eventual completion of a recognized health care program such as CNA, LPN, or ADN or BSN. The proposed program will be modeled after the 2 + 2 + 2 program philosophy.</p> <p>The expanded CNA programming will allow more students to participate in the Health Services Youth Apprenticeship. All students who register for the CNA coursework will be expected to become involved in a work-based learning experience via the youth apprenticeship program. In order to ensure that all of the participating students become licensed after completion of the training program, the project will provide payment and transportation to and from the Promissor testing site within the specified timelines. Students will be placed at various worksites to further develop skills and learn about all aspects of the health care system after certification by Promissor. The youth apprenticeship coordinator will direct and monitor all work-based activities ranging from employer recruitment and interviews to on-site competency checklist screening.</p> <p>This plan will allow students to formulate a comprehensive plan of how to efficiently move from the high school system into the technical college and /or university system. For example, courses such as Anatomy and Physiology 1 will need to be aligned and articulated with the new statewide nursing curriculum to ensure a smooth transition. From there, other general education courses will be articulated such as Introduction to Psychology, Introduction to Sociology, Speech</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	Health Services YA <i>continued</i>	Mauston
Project Description		4-33603/R29-4
<p>and Written Communications to assist with the advanced standing process for students. Not only will these articulation agreements save students and parents time and money, but will allow the future workforce to enter a chosen fields much earlier.</p> <p>With increased coordination between the high school and the technical college staff, students will come into the technical college programs more academically prepared and skill proficient. Students will know from the freshman year about the opportunities that exist in the health care field and how to experience them to the fullest during the high school years. Students will also have a keen understanding of the rigor involved with the prescribed technical college coursework, especially in the health care arena, as a result of the increased coordination. Mauston high school will arrange an on-site WWTC entrance exam (COMPASS) to assist students with the admissions process. WWTC, in turn, will offer on-site counseling and interpretation of the testing results to provide students with information related to scores and how that applies to a program choice.</p> <p>The proposed project will not limit itself to a CNA, LPN, AND, or BSN. Focus but will explore a variety of different health careers through development of a regional HOSA project. The HOSA chapter will ensure that students with other health care interests will have the opportunity to preview careers and practice skills on a local, state, and national level. A local coordinator will be hired through the project to assist with the development, marketing, and implementation of a HOSA chapter.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Services YA, CNA		40	13	9	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Menomonie	Menomonie	Tom Slupe	\$17,507		\$17,507	
Project Description				4-34441/R29-3		
<p>The family and consumer science department provides students with an up-to-date program that recently completed benchmarking curriculum with the Wisconsin Model Academic Standards of Family and Consumer Science. The department has experienced an increase of students interested and enrolled in the health related courses and certification programs. Currently students enroll in a Health and Family Occupations course and/or continue on as a senior completing a Certified Nursing Assistant course at Chippewa Valley Technical College and are working on a Level One Health Apprenticeship. The interest in health related occupations has increased to include students also working in the areas of sports medicine and radiology. These two areas are now available for certification through health youth apprenticeship.</p> <p>Therefore, because of these growing areas, three workstations in the areas of Imaging Diagnostics, Sports Medicine, and Laboratory Procedures would enhance the learning at school and on the job. A variety of certifiable areas could be enhanced through these three workstation modules. Students currently obtain training as a certified nursing assistant, successfully pass the state test, and are placed in an extended care facility or the local hospital. The majority of enhancement takes place at the work site. These three workstation modules would help prepare the students with the necessary terminology and also some practice with the equipment, as each module comes with some of the basic equipment used in each of those areas. This would also enhance the learning of the Health and Family Occupations students by interacting with some of the programs in these three modules, which would help them to make an informed decision when choosing a health profession or seeking health care.</p> <p>Currently about 95% of the Health Services Youth Apprenticeship students have continued on to post-secondary education. The remaining 5% have continued to work as Nursing Assistants in a health facility. The implementation of these three workstation modules could help to give all of the students an opportunity to be familiar with additional health occupations. This is foreseen as helping them to choose wisely a health profession and also help in placing students in the future in health positions in the community.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Services YA	22	3	2	47
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Waunakee	Waunakee	Debbie Brewster	\$25,358	\$25,358	
Project Description			4-61812/R29-4		
<p>The Waunakee community schools would like to begin an on-campus Health Services Youth Apprenticeship program. This correlates with Goal A of the Carl Perkins Local Project Plan. In the past, one, two, or three health youth apprenticeship students participated in the Dane County School to Work Consortium and registered as students for Madison Area Technical College courses. Because of a career-based "Career Workshop" course for sophomores as well as increased publicity regarding the need for future healthcare workers, interest in the Health Youth Apprenticeship in school has increased. In the 2001-2002 school year, 24 students enrolled in a traditionally taught distance learning Medical Terminology course, so the district began an on-campus course. Presently, there are 17 sophomores and juniors applying for the Health Youth Apprenticeship program for next year (12 sophomores = 2 year program; 7 juniors = 1 year program). After researching student references, gradepoints, and attendance and interviewing each student, all candidates are qualified to enter the program. Forty-eight students have enrolled in next year's Medical Terminology course and 39 are enrolled in the Human Anatomy course, both requirements of the program. The district's prediction is a continued rise in interest in the Health Youth Apprenticeship program. Thus, the need to begin an on-campus program. An on-campus program would expand career opportunities for students which is another goal of the Carl Perkins Local Project Plan.</p> <p>Eighteen of the 19 students that have applied would like to complete the certified nursing assistant training this summer in order to begin the Health Youth Apprenticeship work at the beginning of the 2003 - 2004 school year. Because of strong partnerships with local business (Goal B of Carl Perkins Local Project Plan), contacts have been made to Waunakee Manor Health Center in Waunakee and Meriter Hospital in Madison to partner with clinical training opportunities. The district will continue to work with the Dane County School to Work Consortium to place students at University and St. Marys Hospitals in Madison, Sauk Prairie Hospital in Prairie du Sac and at area health care facilities. Students will then enroll in the Human Anatomy and Physiology and Medical Terminology courses at Waunakee high school. Six of the applicants are currently enrolled in the Medical Terminology course and will need to enroll in a second semester Madison Area Technical College Basic Lab Skills/Phlebotomy course or on-campus Health Unit Coordinator course. This is an additional cost for the school district. Five of the 48 Medical Terminology students will be juniors who are not enrolled in the Health Youth Apprenticeship program. Since not all 48 Medical Terminology students are enrolled in the Health Youth Apprenticeship program, the counseling staff will attempt to enroll these students in a first semester course to open the availability of the Health Youth Apprenticeship and a Certified Nursing Assistant course for second semester. The district would like to offer</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	Health Services YA <i>continued</i>	Waunakee
Project Description		4-61812/R29-4
<p>this via distance learning so other school districts could participate. This would also allow for additional juniors who have shown an interest to begin the program with the certified nursing class second semester and further career opportunities for students. In the event that there is a low CNA enrollment for second semester, this course may be taught in partnership with the Dane County School to Work Consortium, to include Waunakee high school students as well as other Dane County high school students.</p> <p>With 48 students enrolled in Medical Terminology, the principal has determined that he prefers to offer a first semester course via distance learning, originated from Waunakee, for 12 students (the accommodation of the distance learning lab) and offer two Medical Terminology courses second semester, for the remaining 36 students. This is an increase from one to three classes. This grant request would fund the additional two courses, while benefitting students from other Wisconsin schools via distance learning lab use. This course would be articulated with Madison Area Technical College's two year associate degree program.</p> <p>Twelve of the 19 students will be juniors and will need additional programming during the 2004 - 2005 school year. Traditional coursework includes Basic Lab Skills, Phlebotomy, Health Unit Coordinator, and Restorative and Rehabilitative Therapy Aide. These nine MATC credits typically cost the district approximately \$1,100 per student plus books and lab supplies. The school district would be looking to offer these courses in 2004 - 2005 on-campus if student numbers warrant this need.</p> <p>As the school implements a Health Occupations program, it would also be interested in beginning a Health Occupation Students of America organization. As demonstrated by the school's participation in DECA, FBLA and FFA, students gain knowledge, skills, and networking capabilities that are beneficial to the careers in health care. The Medical Terminology teacher has spoken with and job shadowed a Health Occupations teacher at Monona Grove to learn more about the entire program, including the HOSA organization. This continued advice will help in the development of a HOSA program.</p> <p>As each step of this program is implemented, the district plans to hire educationally certified teachers. It will work with Madison Area Technical College to articulate as much of the coursework as possible. At present, there is an informal advisory committee (via phone calls and visits) made up of current mentors, Madison Area Technical College instructors, human resources specialists of Health Youth Apprenticeship students and school board members with medical career occupations. This committee will be formalized to gain insight into the development of this on-campus program, including the option of welcoming students from surrounding school districts into the certified nursing class second semester if class space permits.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA, Health Services YA		15	1	1	8
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wisconsin Rapids	Wisconsin Rapids	Donna Schultz Looker	\$6,332		\$6,332	
Project Description				4-66853/R29-5		
<p>This project is to allow students to enter a new certification program for ther district. A new course will be implemented in Health this year and several of the students will be working toward Certified Nursing Assistant credentials or Youth Apprenticeship in Health Services.</p> <p>In order to facilitate this, there are several classroom items that are required for instruction. These include textbooks, some new technology equipment, software, and supplies. The curriculum for this class has been matched to the state standards in Health Education and the hands-on activities are simulating training. A Health Careers Charter School Planning grant has been written; and, if we receive that grant and then an implementation grant, this class would be one of four that could be required. In addition, funding is being requested for fieldtrips so students can get a wider perspective on health careers.</p>						

Marketing, Management, and Entrepreneurship Education

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Retail Marketing CS, Employability Skills	36	4	1	36
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #02	Wilmot Union	Cindy Vaughn	\$22,838	\$12,000	
Project Description			4-99023/R29-3		
<p>Wilmot Union high school will focus on the expansion of the marketing education skill standards certificate program in Retail Marketing as well as adding the Wisconsin Employability Skills certificate program for the 2003-04 school year. The co-op skill standards certificate program in marketing education and the Wisconsin Employability Skills Certificate program, with cooperation of local businesses, provides a plan of action for instruction both in school and on-the-job. It also provides documentation of basic competencies that students have mastered and to the degree of mastery. It provides all involved with a hard copy of the competencies which are important for entry-level workers.</p> <p>During 2002-03, Business Work Experience 1 and 2 were offered to 22 Wilmot students. All students were employed in a business setting and formal evaluations were given by a certified (285) teacher. Two hours of release time is given to monitor the progress of the students. All students are employed in a local business and are DECA members. Students have class daily with the 285 certified teacher and meet with her on an individual basis to track competencies on the skills certificate. All students complete a portfolio as a semester project that contains resume, skills certificate, school accomplishments, work accomplishments, and awards. At the present time the students, parents, school board members, administration, employers, and the local advisory committee are aware of the skill standard certificates offered by the Department of Public Instruction and are excited that the high school is offering those certificates to the Wilmot students. The skills certificate is a requirement of the two courses mentioned and is listed in the Wilmot Union high school course offerings booklet. The business education department also helps promote this program within the classrooms.</p> <p>Next year each student in Business Seminar will complete the marketing skill standards certificate and Wisconsin employability skills sertificate and the Retail Management class will complete the Retail Marketing certificate. An initial meeting with the student and parent will be held during September to set up the guidelines of the program. All marketing students will become aware of the certificates offered at Wilmot during the sophomore or junior year. Not only will written materials be shared and teacher presentations be used but students that have been involved with the competency certificates will make presentations to the new students through a student-to-student initiative.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	School Based Enterprise-Gold Level		55	0	0	55
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #06	Hartford UHS	Tom Koch	\$16,177		\$11,000	
Project Description				4-99063/R29-3		
<p>The purpose of this project is for Hartford Union high school (HUHS) to obtain the gold level in the School-Based Enterprise certification program. By going through this process, HUHS hopes to improve overall school store operations as a means to provide a quality learning experience to students enrolled in marketing education programs at the high school as well as co-op skill certificate programs in retail and e-commerce. The writer plans to complete the 12 categories in the application over the summer and throughout the 2003-2004 school year meeting the January 2004 deadline for submission. As one of the activities for this project description, the writer will be applying for two weeks worth of curriculum writing pay to assist in this endeavor. The writer will also be assisted by his student school store manager for next year. This student will be considered for attendance at the 2004 ICDC when the gold level certificate is obtained.</p>						
<p>The school-based enterprise at HUHS is the school store called <i>The BirdHouse</i>. It is in its sixth year of a new location that was provided by HUHS Administration as other renovations occurred to the high school in 1996 and 1997. The past school store location was a much smaller "closet" area that now houses the Moraine Park Technical College office at HUHS. In its more prominent area, <i>The BirdHouse</i> is open from 7:00 a.m. until 3:00 p.m. on school days. It is adjacent to one of two cafeterias that house the senior study hall. As a privilege, only seniors may go in to the school store during this study hall. Other students can go into the store either before or after school. As the "marketing lab," <i>The BirdHouse</i> does provide employment for one student manager for the year who is enrolled in the co-op skill certificate program in Retail Marketing. This student averages 15 hours of work per week and receives release time during seventh and eighth hour periods to perform daily tasks of running the store. During the day, one student from each study hall hour works the store maintaining cashiering duties for the hour as well as any stocking of merchandise and cleaning. These students receive a monthly stipend which equates to \$5.15/hour. As for the selection process of these students, priority is given to students who are enrolled in the International Marketing class and are planning to take the International Marketing travel trip over the summer. This work and pay serves as a fundraiser for this trip. After that, students currently or previously enrolled in a marketing class may apply for one of the eight positions during the day. So as not to compete with the lunch program, the school store remains closed during the lunch hour. The store sells a variety of snacks, beverages, school supplies, and HUHS apparel. The morning shift, from 7:00 to 7:20 a.m., brings in about</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	School Based Enterprise-Gold Level <i>continued</i>	CESA #06
Project Description		4-99063/R29-3
<p>one-third of the day's sales. This busy shift is covered by the writer along with local HUHS DECA members. Profits from the school store go towards DECA scholarships and for upcoming DECA National competitions. Over the past few years, the school store has been able to completely fund students' travel expenses to national competition as well as \$1,000/year in scholarships.</p> <p>In order to be considered to work in the school store, students must be currently enrolled in or successfully completed the first-year marketing course at HUHS. This course is open to students in the sophomore, junior or senior year. Past enrollments have been approximately 50% sophomores, with the remaining 50% equally divided between juniors and seniors. Part of this is due to student scheduling conflicts. The course is in line with standards outlined by the national marketing education standards, and students must work in the school store each semester as part of a curriculum requirement either before or after school. Opportunities are also available for students to sell apparel items from the school store at athletic and other co-curricular events throughout the year. Because the school store is located in the physical building, students must transport apparel items to the appropriate locations to set up "portable stores" consisting often of maybe a table, a display rack, and a cash bag. As interest over the years in this selling activity has increased, part of the funds for this local project is for the purchase of a portable trailer to set up a second, or mobile "<i>BirdHouse</i>" to provide these retail selling experiences for students. Only apparel items are sold at these co-curricular events as other organizations such as the Booster Club sell the beverages and snacks. Sales goals are provided for each activity as incentives for students to strive for while maintaining positive levels of customer service. The school store manager assists in coordinating these sales activities.</p> <p>The first-year marketing course at HUHS has arranged an articulation agreement with Moraine Park Technical College of Fond du Lac for students completing the course with a grade of "C" or better. Another articulation agreement with MATC in Milwaukee is being developed for this year as well. In addition to the marketing course, students may also take a semester course in International Marketing and/or Sports and Entertainment Marketing. In the future, a course in e-tailing/e-marketing is being considered as an addition to the marketing curriculum. Marketing seniors are also encouraged to sign up for the marketing cooperative program at HUHS. Current skill certificate opportunities include Marketing, Entrepreneurship, Executive Leadership, Customer Service and Sales, Retail, and the new E-Commerce. E-Commerce opportunities in <i>The BirdHouse</i> are being explored this year in the related cooperative class at HUHS called Project MBT. The goal by the end of the year is to have a live, on-line site for customers to actually purchase school store merchandise with a credit card. The actual order fulfillment process will be handled by the students in the class and a UPS shipping account has already been set up. Final credit card transaction capabilities are being worked out with the HUHS business office. The interest in this area as another viable "channel of distribution" for the store as well as e-marketing activities lends itself as a future e-commerce skill certificate opportunity in addition to the current retail skill certificate. Preliminary enrollment numbers for next year in the marketing cooperative program are at nine students which is a new high for HUHS.</p> <p>Students in both the business and marketing cooperative programs take the related class, Project MBT, together. This course is taught by the writer who is vocationally certified in both business and marketing education. The curriculum of the course focuses on employment skills related to the world of work including continued instruction on basic skills such as reading and writing, personal and interpersonal skills, thinking and information processing skills, and</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	School Based Enterprise-Gold Level <i>continued</i>	CESA #06
Project Description		4-99063/R29-3
<p>relationships of systems and technologies. Instruction on the knowledge and technical skills related to student-specific occupations comes from application of students' previously learned computer skills in such courses as Software Applications, Professional Design and Publishing, Graphics, Website Design and Planning, and Independent Study for industry certifications such as Microsoft MOS certifications. With the name "Project" in the title, students also work in groups on a variety of school-based and community projects throughout the year-long course. One such project includes the operation of the school-based enterprise, <i>The BirdHouse</i>. The ten students enrolled in the course this year have a variety of business and marketing backgrounds which has made for an excellent "hands-on" educational experience for them compared to other "classroom simulations" that may not provide the type of financial feedback for making both "good" and "poor" business and marketing decisions. Of the ten students in the class, four of the students serve as marketing product managers for products in the school store, two students work on the accounting for the school store using PeachTree software, one student serves as advertising manager using Quark Express and Photoshop, and the remaining three students are focusing on the e-commerce website development. Again, the roles are based on background and coursework taken prior to and including the senior year. One student in the class is actually presenting the HUHS school store e-commerce proposal as an E-Commerce Written Project at DECA State competition this year. Students in the Project MBT class are also introduced to the Microsoft Project 2000 software working with gantt charts, calendars, and resources to effectively plan and manage projects. Project management and the management of multiple projects at the same time are several skills businesses are looking for in students.</p>		
<p>Although the school-based enterprise, <i>The BirdHouse</i>, has made great strides over the years for students in marketing, there are still areas in need of improvement; one of which is computer hardware. The computer hardware used in the school store is a bit outdated and slow resulting in slower transaction time in running the POS software as well as causing conflicts in inventory control for students from problems with the computer "freezing" up and losing information. The cash drawer no longer opens and closes on its own nor does it lock. A touch-screen monitor is also being considered as part of this local project for students to work with the latest technology as well as assisting in entering in non-UPC coded items into the computer. When producing any inventory reports and sales tallies from the day, these have to be printed in another computer lab as the store does not have its own printer. A large display case for <i>The BirdHouse</i> has been recently updated this year but is in need of visual merchandising and display materials. With the addition of a portable/traveling trailer, other retailing opportunities can now be made available for students through a remote/mobile school store. Finally, the writer plans to include as part of this project opportunities to learn more about school-based enterprises and retailing through visits to other school-based enterprises around the state, attendance at the MarkEd Conclave Conference in 2004, and also an externship opportunity at a major retailer in June of 2004.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Marketing CS, Employability Skills, School Based Enterprise, DECA Leadership	10	3	0	10
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #07	West De Pere	James Krueger	\$7,507	\$4,000	
Project Description			4-99074/R29-3		
A. The four priority model programs West De Pere’s marketing education will implement are as follows: 1. Marketing Co-op Skill Certificate 2. School Based Enterprise Certificate 3. DECA Leadership Credential 4. Employability Skill Certificate					
B. A description of all the aspects of West De Pere’s marketing education program follows: Marketing Co-op Skill Certificate—two sections of introductory marketing are offered. This class is open to all tenth, eleventh and twelfth grade students. It is a prerequisite for taking Marketing Management Co-op. Marketing Management Co-op Work Experience class is open to twelfth grade students who express a career interest in the field of marketing. These students have to take the prerequisite class, express a marketing or entrepreneurial career interest, make application and interview for entrance, as well as meet attendance and grade requirements. This course offers qualifying students an articulated agreement, earning them six credits of advanced standing at a technical college. Currently, the marketing co-op program offers six articulated credits with NWTC. There are 11 students enrolled in the marketing education co-op program. These students have diverse career objectives mostly in the field of business/marketing, merchandising, and management. Students work in a variety of marketing occupations consisting of apparel retailing, distribution, restaurant services, general merchandising, petroleum, and financial services marketing. Ten students will be working toward the “Marketing Skills Certified Co-op Skill Certificate.” One student will work on the “ Entrepreneurship Skill Certified Skill Certificate.” One hour of release time is provided for the teacher each day to supervise all student work experience. Supervision duties include reviewing training agreements with students, parents, and employers. This hour is also for making periodic visits to training sights for training plan updates and maintenance. Lastly, this time is for quarterly evaluations of student/employee performance at each training					

Funding Source	Type of Certificated Program	Fiscal Agent	
MM & EE	Marketing CS, Employability Skills, School Based Enterprise, DECA Leadership <i>continued</i>	CESA #07	
Project Description			4-99074/R29-3
<p>station. These students will be working on the following certificates in marketing: General Marketing. DECA—This is open to all business/marketing education students at West De Pere high school. Students enrolled in these classes are encouraged to join and run the organization. DECA designs activities centered on students enhancing the educational experience with a focus on leadership development, vocational understanding, civic consciousness and social understanding. The marketing teacher performs the task of DECA Advisor. Student-held offices consist of President, Vice-president, Secretary and Treasurer. The chapter is active in many student-centered activities ranging from civic projects to attending the DECA state and national conferences.</p> <p>C. The School Based Enterprise Credential—The school store or <i>Phantom Mart</i> is a student managed business operation. It is here where students fill out purchase orders, order merchandise, negotiate with vendors, inventory incoming stock, pay bills, schedule employees, act as cashier, sell merchandise, and plan promotional strategies. The enterprise is open before school for one half-hour and after school for fifteen minutes. The marketing teacher acts as the advisor for the school store. The current room accommodating the enterprise needs to be remodeled so students can experience a fully modernized enterprise. Electrical and plumbing maintenance needs to occur bringing the enterprise in line with the merchandise mix being offered. In the future, a banking operation will be incorporated into the school store operation. This will further intensify the demand on the limited electrical service currently available in the store.</p> <p>D. DECA Leadership Credential—Marketing students are members of DECA. DECA members participate in leadership workshops, travel to different areas of the country, and excel in various activities. This fall semester, West De Pere DECA members will attend a state leadership workshop in Madison, WI, and its officers will attend a central region leadership workshop in Chicago, IL. All of this helps to develop future leaders in marketing, management, and entrepreneurial careers. These two leadership workshops improve the student's work ethic by preparing a more skillful employee with many diverse experiences. DECA is open to all students enrolled in a business or marketing class.</p> <p>E. The Employability Skills Certificate—There are twelve additional students enrolled in the marketing co-op program who are non-marketing students. Five of these students declare career interests in the technical trades, three are identified as health related occupations, three have interest in food preparation and two have career interest in the business office area. These students receive the related classroom instruction through the marketing education program and have one hour in the afternoon for work experience and the marketing teacher supervises the on-the-job training. One hour of release time is provided for the teacher each day to supervise all student work experience. Supervision duties include reviewing training agreements with students, parents, and employers. This hour is also for making periodic visits to training sights for training plan updates and maintenance and for quarterly evaluations of student/employee performance at each training station. The local project, as it relates to this application, acts as a request for financial assistance with the development of the skill certificates (Marketing, the Employability Skills Certificate), and the School Based Enterprise. The teacher involvement in the implementation of this project is significant in that person being the co-op supervisor/coordinator and the school based enterprise advisor. 10% Carl Perkins Reserve Funds: Complete electrical wiring and plumbing for the school store--\$500 electrical; \$3,300 plumbing; \$200 purchased services = \$4,000.</p>			

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	DECA Leadership		12	3	8	12
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	St. Croix Falls	Nancy Graese	\$13,708		\$4,000	
Project Description				4-991113/R29-3		
<p>The marketing education programs in CESA #11 high schools have quite recently been growing in number. This trend likely will continue due to the number of new teachers graduating with dual certification: business education and marketing education. Previously the three largest high schools in CESA #11 were able to offer marketing education courses and establish DECA chapters. Those districts are not part of the CESA #11 Perkins Consortium. St. Croix Falls is planning to begin a DECA chapter during the 2003-2004 school year through the guidance of the certified marketing education teacher. This project would assist in new chapter development and also develop a network model for other marketing educators and students. Key components include: 1) communication improvement among the teacher, the students, parents, and the DPI marketing consultants; 2) development of a DECA chapter at St. Croix Falls high school; and 3) successful student participation in regional and statewide DECA Leadership credential and competition.</p> <p>The students will work toward successful completion of the DECA Leadership credential. The DECA leadership credential provides the opportunity for all marketing education students to apply "Wisconsin's Model Academic Standards for Marketing Education" to DECA and marketing activities. The teacher will introduce to students the requirements necessary to achieve a leadership credential on the local, state, and national levels.</p> <p>If not in the 2003-2004 school year, certainly in the subsequent year the marketing education teacher would be incorporating the seven State certified skills co-op programs into local courses. The curriculum framework for marketing education enables teachers to integrate the various certificates into the total marketing education program.</p> <p>Project Goal: Create structures to support the marketing education teacher in the development of a new DECA chapter.</p> <ol style="list-style-type: none">1. Objective: A DECA communication network will be established.2. Objective: A local advisory council will be established.3. Objective: A variety of technology will be used in project activities and in appropriate courses newly in place this school year.4. Objective: Best practices in marketing education will be identified and shared.5. Objective: Students will successfully credential as DECA leaders at local, state and hopefully national levels.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	E-Commerce CS		22	3	3	22
Fiscal Agent	Participating District	Contact Person	Request		Grant	
D C Everest	D C Everest Area	Angela Strick	\$25,125		\$20,000	
Project Description				4-49701/R29-5		
Project Description: The Project Plan focuses primarily on the development of a fully operational E-commerce website and distribution center to be operated by DECA members. The e-commerce facility will be working through a laptop cart that will be stored within the marketing education classroom. Students hired to staff the facility will maintain inventory, service customer inquiries, fill orders, and complete shipping transactions. The e-commerce facility will also serve as an instructional lab for students in the second year of the marketing education program. The project plan upgrades the technical education provided to students with industry-based career and post-secondary educational opportunities, incorporates technological advancement, provides a meaningful service both internally (within the district’s schools) and to the community; while providing an excellent in-school work-based learning opportunity for individuals with special needs. In addition, this project will expand the work-based learning program opportunities while enhancing staff development.						
Goals:						
A. Expand the number of in-school work-based learning experiences available to students, including students with disabilities, by providing a two workstation, in-school e-commerce lab and a low volume warehousing/distribution facility.						
B. Provide 12 in-lab (laptop cart) computers to support e-commerce training for students in the second year of the marketing program.						
C. Increase staff knowledge of e-commerce while providing certificated programs that prepare students for entry-level career positions and/or post-secondary educational opportunities.						
D. Update technological equipment and materials support while providing relevant educational experiences.						
E. In partnership with the exceptional education department, provide an in-school work-based learning experience for students with borderline cognitive disabilities.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	E-Commerce CS		10	1	2	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Eau Claire	Memorial High School	Laurie Hittmann	\$12,000		\$6,000	
Project Description				4-15542/R29-5		
<p>This project will assist in implementing E-Commerce skills standards for students in the program at Memorial high school. Instructors have assisted in the development of the <i>Skills Standards Workbook for E-Commerce</i>. The program is highly committed to making the connection between classroom and workplace. There will be an enrollment of nine sections for the 2003-04 school year which is a strong tribute to the role of marketing in the community. The enrollment will include six sections of Marketing I and three sections of Marketing II with 60 students involved in the co-op experience and ten taking the second year course for one credit. It is not possible to offer a co-op experience to all students in the Marketing II course because of the large enrollment. The total enrollment will be in the 225 population range for the upcoming school year. There has been a tremendous interest in the e-Commerce area. The program is in the second year of the E-Commerce unit and the number of days of instruction have increased from two weeks to nearly one month. Several computer labs have been used from the school as well as marketing's own mini-lab in the classroom to teach the unit. A data projector is used from a previous grant to provide illustrations and community resource personnel are incorporated into training for students. Students have become increasingly aware of the need for training in the e-commerce field as a growing part of the economy lies in internet business and trade. The concepts of e-commerce are incorporated in the Marketing I and II courses. Drastic changes have been seen in the marketing curriculum in recent years. The district would like to improve the ability of student access to information in the training facility without requiring the use of school labs that are becoming more difficult to reserve. Technology was improved several years ago through a reserve grant but there is a need to upgrade drastically as some of the equipment is outdated, but mainly so students may have access to the equipment without waiting for others to finish the work. In addition, the district would like to use greater technology during some of the "staple activities" that have been funded through the reserve grant in the past. An example would be the high-tech video/slide show that is used at the DECA banquet each year. In order to improve the e-commerce unit, the ability to utilize existing facility will become magnetized. Several computers will be purchased for the classroom that is designated as a computer lab. When the school was remodeled, the program was given two permanent classrooms, two offices, and a storage area that are used only by the marketing program. There are now six fully-operable computers and a couple that are in need of repair. To improve the e-commerce unit as well as other instructional areas, the number of computers needs to increase in the lab to allow students better access to the technology. The primary classroom is envisioned as a computer lab facility with 15 operable computers and the second classroom as a lecture/discussion facility. The computers are used for a variety of activities such as PowerPoint presentations, spreadsheet analysis, Print Artist flyers, and internet searches. A budget for computer purchase through this grant will bring</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	E-Commerce CS <i>continued</i>	Eau Claire
Project Description		4-15542/R29-5
<p>the program closer to the goal of 15 computers. There is no need for "fancy, high-tech computers" but instead are looking for computers that will be able to allow word processing, PowerPoint, Print Artist, spreadsheets, and internet. The school has a tremendous network that allows students to access work throughout the entire school district. The primary classroom is completely wired to support the number of computers being requested. The program would also like to sustain many of the current activities such as the Mentor Training Breakfast and Sports and Entertainment field trip. Both of these activities were extremely successful during the 2002-03 school year due to the large amount of money that was allocated. The district plans to include an internet business such as American Girl.com to further promote the use of e-commerce in the curriculum when visiting Chicago for the trip. It has become increasingly difficult to raise funds in the recent economic times and the program continues to offer a multitude of activities such as the Twin Cities Field Trip, Mentor Recognition Banquet, Career Fair, district/state/national Competitions, Kids Halloween Party, social activities, officer training, and the Scholarship program. There are usually about 100 students involved in the competitions and the materials, registrations, and transportation requirements are just one example of the burden placed on the fundraising efforts.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	DECA Leadership		20	40	0	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Green Bay	Preble High School	Jeff Hoppe	\$5,000		\$2,500	
Project Description			4-22891/R29-5			
<p>This application is designed to help students acquire the DECA Leadership credential.</p> <p>At Preble, the program is committed to achieving excellence in the school store operations, co-op skill certifications, daily curriculum, and DECA participation and competition. The leadership credential program is a unique way to show that students have participated in DECA and have achieved excellence in leadership skills that are needed for personal success. The goal is to increase participation and fully sponso the leadership credential program to all members.</p> <p>The marketing program is a very exciting, dynamic, and growing area in the school. In the last five years, the program has grown from only two sections of marketing and no co-op class to a two teacher program with a thriving school store, a winning DECA chapter, and a curriculum that is focused on student achievement.</p> <p>The School Store/Learning Lab has grown and makes a net profit on an annual basis. This money is distributed throughout the marketing program and also to many school related organizations. The marketing students operate the store and make most of the business decisions.</p> <p>The DECA chapter has over 300 members and has enjoyed success at the local, state, and national levels. The students are continually active in many civic events and pride themselves in having many active, enthusiastic, and motivated members that are truly learning about real-world marketing.</p> <p>The enrollment growth over the last five years in marketing courses is evident with the addition of a second marketing teacher to the program. This addition has been a huge boost to the program and has shown the faculty and staff at Preble that marketing is a strong program.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	DECA Leadership		17	2	0	17
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Green Bay	Southwest High School	Jeff Hoppe	\$12,100		\$10,000	
Project Description				4-22892/R29-5		
The newly implemented marketing program for Southwest will be the DECA Leadership credential.						
PROGRAM DESCRIPTION						
The program includes a school-based enterprise, a cooperative education program, and an active DECA chapter. The school store learning lab is attached to the classroom and is used both as a lab for introductory marketing students and as a co-op station for two senior students. Students in marketing co-op learn advanced employability skills in the school store as an active learning lab. The co-op program houses 30 senior students and each is working in a job that fits within the functions of marketing. The DECA organization is active and working to have more established leadership roles, community service projects, and a more fine-tuned program of work. The courses offered are Marketing, Advertising, and Co-op. The marketing education program is considered by students, parents, and the community to be a training ground for work and life.						
LEADERSHIP CREDENTIAL						
The DECA leadership credential program will be extremely beneficial for marketing because it will allow many students to take leadership and initiative at the local and state level. The program will begin in the summer with the elected chapter officers attending the chapter officers workshop and creating a program of work that will allow each DECA member the opportunity to obtain the leadership credential. A marketing education honor award will be created that follows the program of work and is in conjunction with the leadership credential program. The monies gained from this grant will allow for curriculum planning and resources to develop a leadership plan for an active chapter. The program will be starting almost as a new chapter since bylaws and regulations are not already in place. The school store will offer a venue where each student can gain leadership and professional development.						
CO-OP OPERATION						
The operation of the current work-based learning program does not include a large emphasis on the skills certificate. The existing certified learning program includes 30 students, three of which are looking to obtain the general marketing skills certificate. All students must have the training station supervisor						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	DECA Leadership <i>continued</i>	Green Bay
Project Description		4-22892/R29-5
<p>attend a mentor-training program provided in partnership between Partner's in Eduaction and the Green Bay area public school district to qualify for the skill certificate program.</p> <p>LOCAL PROJECT: IMPLEMENT THE LEADERSHIP CREDENTIAL AND CO-OP SKILL CERTIFICATE</p> <p>LEADERSHIP CREDENTIAL</p> <p>The project that will be implemented with the help of the Carl Perkins 10% grant is to develop a leadership program with roles and responsibilities for members. Attendance at the chapter officers workshop in Madison is critical to program development. This conference will guide student leaders to take initiative, create a program of work, and institute a DECA program that will offer members the opportunity to take leadership in a wide variety of activities. The plan will allow for a leadership packet that can be utilized to provide leadership training to all members of the marketing and co-op classes.</p> <p>CO-OP SKILL CERTIFICATE</p> <p>With the approval of this grant, it is the educator's goal to have all 17 students enrolled in marketing co-op for 2003-2004 to obtain a general marketing, retail, or occupation-related certificate. Each student is required to maintain employment at the same co-op station for the duration of the school year; therefore, s/he can chose a certificate that matches career goals and the co-op station. The marketing program is utilizing a group approach to obtaining skills certificates. Parents will be informed at a mandatory co-op meeting or during the parent visits in the summer. Each parent will be encouraged to help choose which skill certificate would be appropriate for the student's career goal. Mentors are required to attend a "mentor training program" provided by Partner's in Education and Green Bay Area public school district. During this training session, mentors are trained on various goals of the program as well as dealing with a co-op student that is trying to obtain the skills certificate. The school officials have adopted the skills certificate program as an extremely useful service for both the student and the training station. The support for this program is unyielding. The training stations used are excellent because the community is very active in supporting educational activities for youth around the area. There are retail, full service restaurant, finance, general marketing, food service, and entrepreneurship training stations that give students a real exposure to many aspects of marketing education in the real world. The teacher will create a concise program that will include the skills certificates, work-based learning curriculum, and advanced marketing concepts. Ideally, senior-level co-op students will work towards both the co-op skill certificate and the leadership credential. Students will utilize the school store as a learning lab to share in the co-op skill certificate.</p> <p>TEACHER INVOLVEMENT</p> <p>The marketing education certified teacher is involved in every aspect of the implementation and operation of this project. For the leadership credential program, the teacher will accompany the officers to the chapter officers workshop and guide the program of work, as well as providing mentoring during the school year.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	DECA Leadership <i>continued</i>	Green Bay
Project Description		4-22892/R29-5
<p>As a leadership team, the officers and advisor will create DECA program bylaws, mission statement, Marketing Honor Award, and a leadership credential plan that will allow all marketing students to become a part of the program. The goal is to have a self-sufficient officer team. This will require intense student mentoring.</p> <p>The teacher will also take very active involvement in the co-op skill certificate, starting with comprehensive curriculum research and design. The teacher will schedule parent meetings, arrange employer meetings six times per year, and attend the mentor meetings for the co-op sponsors. The teacher will be the bridge between the school and co-op station, by providing means for coordination and communication. The school store will be used for all aspects of the co-op skill certificate, as a back-up and model for all aspects of marketing, human resources, and employability skills.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Entrepreneurship CS		245	26	27	245
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Janesville	Parker High School	Steve Huth	\$10,500		\$7,000	
Project Description				4-26951/R29-5		
<p>The Marketing Education II students will be involved in market research of a new product manufactured by a local plastics injection molding company. The product, a line of high end plastic silverware, is not currently marketed in south central Wisconsin. Students will begin by interviewing the company president to determine project scope. Once scope is determined, students will conduct personal interviews with local restaurants and catering businesses to determine need. Because this is silverware that can either be reused or disposed of, students will also research interest of regional wholesale distributors to market product.</p> <p>Students will ultimately be responsible for bringing this product to market. Students will create presentations utilizing PowerPoint to illustrate product potential for local customers. Promotional materials will be created utilizing laptop computers and presented at business meetings utilizing a portable projection system. Data will be collected from the interviews using a small recording system and then entered into a spreadsheet created to track client interest. A portion of revenue generated from this project will be shared with the local DECA chapter.</p> <p>Students, in cooperation with the advisors, will focus on marketing, management, and the entrepreneurial foundations necessary to create a self sustaining enterprise. A successful plan should lead to Entrepreneurship certificates for students involved. This activity supports Goal B identified above, expansion and strengthening of partnerships between secondary education and business industry and labor. Specifically it addresses educational opportunities for both students and staff through connections with local enterprise. Students will be able to demonstrate presentation skills to business professionals which strengthens the connection between school and work.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	School Based Enterprise, DECA Leadership	200	5	0	200
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Kenosha	Bradford High School	William Hittman	\$42,200	\$10,000	
Project Description			4-27931/R29-5		
Bradford’s marketing program is newly implementing the following program models for the 2003-2004 Fiscal Year: School Based Enterprise certificate and the DECA Leadership credential; which falls into two of marketing education's major program model priorities.					
The following courses are offered: Marketing, Leadership, Sportainment, Retail Merchandising and Management (with internship), Advanced Marketing (with internship), and Small Business Ownership. There are two work-based opportunities through Retail Merchandising and Management and Advanced Marketing courses. Courses offer the following curriculum highlights: PlayShop (team-building workshop), Guest Speaker Project, Business Tour Project, Breakfast with Business Partners, In-School Tradeshow, School Store Presentations at conferences, Marketing Plans, Annual Reports, Professional Development Readings, Marketing Portfolios, Managing Outside Events (School Store and Sportainment). Work-based activities include: Parent/Student/Employer Internship Meeting at the beginning of the school year, Internship Evaluation Meetings, Internship Meetings, Worksite Assignments, Skill Standards (3 categories), end of the year Internship Banquet. Students are currently required to complete the employability skills certificate. Sportainment students complete the Sports Marketing Skill Standard Certificate. Retail Merchandising and Management students complete the Retail Marketing Skill Standard Certificate. Advanced Marketing students complete the Professional Sales Skill Standard Certificate. Students who stay with the Bradford Marketing Group for three years could walk away with three different skill standard certificates. DECA currently has 210 members enrolled in the organization. Some of the activities that include: Chapter Officer Workshop (7 officers), Parent's Night Presentation, Fall kick-off social, MDA campaign activities (currently have raised \$18, 801.29), IntraSchool Competition, UW-Whitewater Competition, District Competition, Central Regions Leadership Development Conference, second semester kick-off social, DECA week promotion of courses and program, State Competition, Bradford Computer Workshop (community service project), International Competition, end of the year banquet, and end of the year social.					
The school based enterprise, InfraRed, employs 22 student managers and 8 employees who work approximately 10-15 hours each week. InfraRed is open year round, serving Bradford's students, faculty, and parents. InfraRed has about 750 sq. feet of space, 10 product categories, 15 product lines, and 420 different product items. InfraRed managers are trained to operate all aspects of the business, rotating through jobs on a daily basis.					

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	School Based Enterprise, DECA Leadership	Kenosha
Project Description		4-27931/R29-5
<p>There are 210 members enrolled in Bradford Marketing Group classes. For local level leadership credential, all members will achieve this status by participating in Bradford's IntraSchool Competition (Advanced Marketing runs this event, marketing students compete in the area of economics, job interviewing, and human relations). Each student must take on a leadership role during an in-class activity and out-of-class activities. This way, all students have the opportunity to experience leadership style and ability. All students present at the BMG Parent Night (Advanced Marketing, Sportainment, and Retail Merchandising and Management). All marketing students present to local business partners and administration during the New Product Development Project. All students are given the opportunity to become a part of TEAM Marketing (the competitive team); after competing in IntraSchool and UW-Whitewater competitions. For state level leadership credential, all TEAM Marketing students going to compete at State competition are required to attend the Executive Leadership Seminar. All students participated in the local MDA campaign and the community service project (Bradford Computer Workshop Day). All students help promote the program during the DECA week campaign. For national level leadership credential, all members attending the International Career Development Conference will participate in the Executive Leadership Seminar and will have met the minimum requirements for Gold Level Student program.</p>		
<p>Bradford Marketing Group will use the leadership credential program to help continually motivate students to strive to the highest ability and be recognized at the end of the year banquet, in which administration, parents, and local business partners will be in attendance. Students who achieve national leadership credential level will also get graduation cords to wear during the graduation ceremony, recognizing the outstanding achievements. Bradford Marketing Group will use the School Based Enterprise program to help enhance the current curriculum and work based experience for student managers. While working on the SBE program, student managers will work closely with vendors, administration, and parents to gather the necessary information. Once the SBE program is completed, student managers will present the project to parents, vendors, administration and school board members at the annual end of the year banquet.</p>		
<p>Bradford Marketing Group continually strives to keep parents, business partners, administration, school board members, and other teachers informed about each aspect of the program. As always, the focus this year is to reach each of these groups in a unique way. The two certified marketing teachers at Bradford are facilitators in the process of students obtaining the different leadership credentials available. The Bradford Marketing Group will host a Parent's Night, inviting all students, parents, administration, school board members, and business partners to present the leadership credential program and the School Based Enterprise program. Throughout the school year, teachers will be holding parent meetings and meeting with business partners to get input and support on the leadership credential program and the school based enterprise program. Students will have to document status within obtaining leadership credential and SBE program and present out at the end of the year to parents, administration, business partners, and school board members.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Employability Skills (SBE)	20	0	0	20
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Madison Metropolitan	LaFollette High School	Russell Plagemann	\$10,000	\$6,355	
Project Description			4-32691/R29-5		
<p>The model marketing education priority to be implemented through this application is attainment of student Employability Skill certificates through the School Based Enterprise program.</p> <p>The LaFollette high school marketing education program offers Starting a Business, an entrepreneurship course that is co-sponsored by the Business and Education Partnership, Inc. Marketing and Advertising & Sales are the core marketing courses. Intro to Business and Marketing is a freshmen level course and is taught by the marketing teacher. New for school year 2003-2004 will be Retail Management, which will be the related course that will operate and manage the school store. This course offering is a result of restructuring the marketing program so as to offer a capstone course for seniors who wish to pursue a career in marketing. A standards-based curriculum is being developed as related instruction for this course.</p> <p>Marketing students are actively involved in DECA on local, district, state, and national levels. The student officer leadership team meets weekly to plan and carry out local chapter activities. Members compete at the district, state, and sometimes national levels, attend the fall leadership lab, and attend Central Region when the conference is close. This past year, the chapter received gold certification for the School-Based Enterprise program sponsored by national DECA.</p> <p>The school store class will offer students the opportunity to participate in a work-based setting and complete a related curriculum. Block scheduling has posed many challenges for the marketing program. Because of this challenge, the marketing department is always looking for new and innovative ways to maintain a connection to seniors in the program. This course will encourage marketing students to engage in an active work based curriculum that will apply concepts and skills learned in earlier marketing courses and those learned in the related store class.</p> <p>The LaFollette high school marketing program has one certified teacher.</p> <p>Marketing students work in the school store. Students handle the ordering and marking of merchandise and all cash transactions. This past year the store went through a significant remodeling and updating process. In spring 2002, the marketing teacher, students, and an assistant principal visited three school store</p>					

Funding Source	Type of Certificated Program	Fiscal Agent	
MM & EE	Employability Skills (SBE) <i>continued</i>	Madison Metropolitan	
Project Description		4-32691/R29-5	
<p>operations considered to be best practices in the state. Several business professionals and corporations were involved in the remodeling and updating. These included Pepsi Cola of Madison, Metal Design Corporation, Britt Interiors, and JAM Graphic & Design. The staff and student body were also involved in the naming of the store. Now seems like the perfect opportunity to change and develop a curricular component for operating the store. Convincing the administration to support this major curricular shift was aided by the fact that the school store is participating in the School Based Enterprise certification program.</p> <p>Initial plans for the school store class focus around developing a curriculum necessary to operate a profitable store. Expanding the product mix and business hours are part of this plan. Technology and cash handling transactions will need to be updated.</p>			

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Sports Marketing CS, E-Commerce CS, Employability Skills, DECA Leadership		70	10	0	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Madison Metropolitan	West High School	Russell Plagemann	\$19,895		\$11,695	
Project Description			4-32693/R29-5			
<p>A. The marketing education model priority programs included in this application are:</p> <ul style="list-style-type: none">1. Co-op Skill Certificate (addition of E-commerce and Sports Marketing certificates)2. DECA Leadership Credential3. Employability Skill Certificate <p>B. The marketing education program at West is a comprehensive program, covering many aspects of marketing. The list of courses are as follows: Marketing & Sales, Advertising & Display, Store Management, Leadership Skills, Starting a Business, Sports, Hospitality & Entertainment Marketing, and Marketing Management and Co-op Internship. Students can get involved in the marketing program as early as the freshman year. DECA is a strong part of the overall program. There are strong officer teams and very involved members. The DECA chapter traditionally qualifies many students for national competition. The co-op program has been building over the past few years. With the implementation of the skills certificates, the program has gained more credibility in the eyes of both students and employers. The program is a 2 + teacher program and the enrollment in courses continues to grow year after year.</p> <p>C. The marketing education program at West currently offers a one semester Leadership Skills class open to sophomores, juniors, and seniors. The main objectives of the course are to teach group dynamics, team building, leadership styles, goal setting, and problem solving. Students are required to attend a leadership seminar. The culminating project for the class is a community service project in which every student plays a leadership role in the planning and implementation of the event. By introducing and implementing the Leadership Credential program, students will earn a tangible certificate to use as documentation of leadership involvement. This program will also encourage additional participation in leadership conferences and will require a presentation to a local organization. To engage all students in obtaining the credential, the instructor plans to introduce the program in the fall and require the local level of the credential to complete the course. During the school year, the DECA chapter will participate in various leadership labs and conferences. This will provide students with the opportunity to attend a leadership conference thereby fulfilling both the course requirement and the credential requirement. Students will then</p>						

Funding Source	Type of Certificated Program	Fiscal Agent	
MM & EE	Sports Marketing CS, E-Commerce CS, Employability Skills, DECA Leadership <i>continued</i>	Madison Metropolitan	
Project Description			4-32693/R29-5
<p>have the option of completing additional credentials. For those students selected to attend the state conference, the instructor encourages completion of the gold level student program and participation in the executive leadership seminar.</p> <p>D. The co-op skills certificate program is currently being utilized through the marketing management and internship program. The plan for the future is to offer additional certificates for the students. The skills certificates are introduced at the beginning of the year. Students have an opportunity to look at the various certificates and decide which one toward which to work. Students make this decision based on the place of employment. For example, someone working at a retail store may choose to work toward the retail or sales certification. After a certificate is chosen, the student determines which competencies to complete in the classroom and which will be completed on the job. This information is then used as the basis for the training plan to be completed on the job. Each employer receives a copy of the training plan and together with the student work to complete all of the competencies. The purpose of introducing the sports marketing, e-commerce and employability skill certificates are three-fold. First, the instructor plans to introduce the sports marketing certificate in the sports marketing class. This class is open to juniors and seniors, so any junior who will be enrolling in the co-op program the following year can begin working on the certification a year early. Secondly, the introduction of the employability skills certificate will serve some of the special education population. This group of students has traditionally struggled with completion of the skills certificates. The employability skills certificate focuses on basic workplace skills needed by all workers. By offering this certification, more students will be able to benefit from the co-op program. Lastly, the e-commerce certificate will offer a more technical aspect to the program. Many students are internet and computer literate. By completing this certification, the student will be that much more advanced. Also, it will draw in a whole other population of student to the program. Every student enrolled in the marketing management and internship program will be required to complete one or more skills certificates.</p> <p>E. The local program will benefit from the additions proposed. More students will be able to participate in completion of a professional certification. Additional skills certificates will provide the program with more options for students. The addition of the employability skills certificate will provide opportunities for special populations of students to be exposed to marketing. Adding the DECA leadership credential will provide students with specific recognition for involvement in leadership activities. The requests detailed in this grant will benefit students. Through this grant, a more comprehensive curriculum will be developed. New ideas directly related to the business world and the community will be incorporated. A more comfortable working environment for students will also be achieved through the addition of new desks and tables. Currently, the students are working on uneven, old typing tables with worn out chairs. This environment is not conducive to teamwork and group activities. While there is acceptable technology, the program lacks in student resources and curriculum materials. This grant will help to create a program that is more realistic to what is being done in industry.</p> <p>F. The marketing education certified teachers will be working together to develop an overall stronger program. One instructor will be responsible for implementing the additional skills certificates as well as the employability skills certificate and the other instructor will be responsible for implementing the DECA leadership credential.</p>			

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Employability Skills (SBE)	20	6	10	20
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Manitowoc	New Holstein	Rose Ellinger	\$30,833	\$5,000	
Project Description			4-32904/R29-3		
<p>New Holstein high school is in the process of implementing a marketing program. The focus for this grant is to have students complete the Employability Skills certificate program through a school-based experience. Currently New Holstein does not have a marketing program. This grant will start the foundation for marketing education in the district and align the careers class with the employablity program. Students finishing the existing careers course will be eligible for the co-op program. New Holstein currently has a co-op program that is not certified. Students completing the co-op class will receive the employability certification.</p> <p>The funding for this project will develop a curriculum which will be a requirement for students entering the co-op program and to set up the certification program in the co-op class. Students involved in this program will also have the opportunity to be involved in DECA.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	DECA Leadership	17	2	10	15
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Merrill	Merrill Area	Marla Konkol	\$13,500	\$4,991	
Project Description			4-35004/R29-5		
<p>The program that is to be implemented is the DECA Leadership credential. The marketing program is a fairly new program. During the first year, there was a semester of marketing available to the students. In the second year, marketing was changed to a full year course, DECA was started, and a school store was opened (operated by the marketing students). In the third year, marketing co-op was added to the marketing program and the employability skills certification was made available to the students. In the fourth year, another marketing certification was made available to the students. Thus, by the end of the fourth year, the marketing program consisted of two introduction to business courses, one full year marketing course, one-full year marketing co-op program, and a 100% marketing student DECA membership. This year, the fifth year, the goal of the marketing program was to earn gold level certification for the school store (the school-based enterprise certification) and to increase DECA membership. Both of these goals have been met. The high school’s Stuff 'N' More Store will be recognized as a gold level SBE at the DECA International Career Development Conference in April; the DECA membership increased by almost ten members.</p> <p>In addition, the marketing program is articulated with Northcentral Technical College and with Nicolet Technical College. Both of these technical colleges are articulated with UW-Stout. Therefore, the high school students can earn credit at the high school level, earn credit at the technical school level, and earn credit at the university level by taking high school courses. This year the marketing program is also beginning the process of articulating with Mid-State Technical College. The marketing program looks for more opportunities in which it can assists its students in pursuing a successful career.</p> <p>The marketing program goal for the 2003-2004 school year is to provide more opportunities for students to earn the DECA leadership credential. This year there are four students trying to achieve the gold level leadership credential. However, there are more than four students who are interested in obtaining this leadership credential. Unfortunately, because of budget cuts and the economic situation within the community, fewer students are able to attend the DECA activities and become involved in the DECA conferences. However, if more students are able to attend DECA conferences, more community people will be open to increasing the financial support for the marketing and DECA activities.</p> <p>The purpose of the program is:</p> <p>-To provide students with the opportunity to demonstrate achievement of the Wisconsin Academic Standards for Marketing Education.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	DECA Leadership <i>continued</i>	Merrill
Project Description		4-35004/R29-5
<p>-To promote excellence and the development of leadership skills needed for personal and professional success.</p> <p>-To provide incentives for the development of quality personal and professional portfolios.</p> <p>The marketing education performance standards achieved include:</p> <ul style="list-style-type: none"> -Use leadership behaviors to plan and implement a marketing project or DECA activity. -Demonstrate supervisory behavior and delegate responsibility and authority in a marketing or DECA activity -Work effectively in a team situation to plan and complete a major project. -Relate the logic and rational underlying judgments, decision, and actions. -Prepare and give oral presentations to individuals and small groups. -Identify and describe the various kinds of leadership and leadership behaviors. -Use the interpersonal skills for group decision-making. -Apply the goal setting process to individual and teamwork. -Apply problem-solving skills to marketing and DECA activities. -Apply ethical behavior to marketing and DECA applications. <p>By challenging the students to achieve these leadership credentials, the marketing program is able to increase interest in the marketing classes and the DECA chapter. It encourages students to take the initiative to continue improving themselves and getting more actively involved in the community.</p> <p>Although it is important for the students to take on the leadership roles, there is still a need for guidance and training. The certified marketing teacher will be playing a very active role in assisting these students to obtain the leadership credentials; the marketing teacher is also the the DECA advisor.</p> <p>Other people that will be involved in assisting students in earning these credentials include community people, business people, other students. In order to be a leader, there must be people who are willing to be led. In addition, resources must be available to carry out the various projects and events.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	School Based Enterprise, DECA Leadership	92	4	1	92
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Rice Lake	Rice Lake	Dennis Villeneuve	\$9,800	\$6,500	
Project Description			4-48021/R29-5		
Implementing a School Based Enterprise project—one part of the project focus will be the Marketing/DECA School Store. This project is intended to develop standards for a School-Based Enterprise. The model for these standards will focus on the following areas: integration of the Wisconsin Marketing Education curriculum; accounting practices; performance measurements; goal setting; general business practices; student accountability; merchandising, and promotion.					
DECA Leadership credential—another part of the project will focus on having students work toward achieving one or more of the three certificates leading to Leadership Credentials. The purpose is to develop leadership skills needed for personal and professional success.					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Employability Skills, Retail Sales CS	45	10	0	45
Fiscal Agent	Participating District	Contact Person	Request	Grant	
South Milwaukee	South Milwaukee	Al Block	\$50,000	\$27,000	
Project Description			4-54392/R29-4		
South Milwaukee is applying for the following co-op skills standards programs for the 2003-2004 Fiscal year: Employability Skills certificate and Retail Sales skill standards, which fall into several marketing education major program model priorities.					
South Milwaukee Marketing's first goal is to expand the state skill certificate offerings to include Employability Skills and Retail Skill Standards. These skill certificates will be offered to those students in the Marketing classes. They will serve as stepping stones for students to complete additional co-op Skill Standards in the advanced level course, Marketing II. The second goal is to have students complete multiple Co-op Skill Standards before graduation. Completion of this goal will be realized through students' classroom work and time spent on the job in the school store.					
South Milwaukee Marketing strives to keep parents, mentors, administrators, and other teachers informed about each aspect of the program. The focus this year is to reach each of these target groups in a unique way. First, the parents and mentors will be introduced to the skill certificate program(s) at a mandatory meeting before the school year begins along with individual work site visits for the Retail Skill Standards. In addition, parents learn about the skill certificates programs through individual home visits and one other mandatory meeting during the summer months before school begins. Lastly, the administration, counselors, and teachers are updated annually on the skill certificates programs through a thorough informational packet and short one-on-one meetings. This process typically takes place during the recruitment phase of the year in January and February.					
South Milwaukee Marketing currently requires Co-op students to complete the Retail Marketing Co-op Skill Standards Certificate. South Milwaukee Marketing currently utilizes this skill certificate by providing a variety of training stations. Students are placed in establishments related to the following marketing career areas: food marketing, restaurant marketing, finance, business services, apparel, general marketing, and vehicle marketing. All of these stations offer students multiple skills and knowledge that a typical part-time employee would not receive. South Milwaukee Co-op students are trained in all aspects of the daily operations of their specific business.					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	School Based Enterprise	20	10	3	20
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Waunakee	Monona Grove	Debbie Brewster	\$22,050	\$10,000	
Project Description			4-61814/R29-4		
<p>The School Based Enterprise certification is a tool that assists in providing credibility to a marketing program as well as a self improvement guide to improve training and operations. An essential element that sets quality marketing programs apart is the lab environment of a school store that allows students to apply classroom experiences and put skills into action. In a time of tight budgets, many school districts are looking for areas in which to scale back. With some needed improvements, the district will be able to certify the school store for the School Based Enterprise certificate, which will add credibility to the learning lab.</p> <p>The current marketing education program includes a certified internship program, a classroom course offering that includes a junior-level marketing course, sports and entertainment marketing, e-commerce, an entrepreneurship course (which runs on a limited basis), and a senior-level management/internship course. The marketing program also includes a very active DECA chapter that is constantly competitive on a national level and participates in nearly 40 community activities each school year. The only piece missing is the lab component of a school store.</p> <p>The current operation of the school store at Monona Grove high school is limited to a small amount of apparel items. With limited amount of space and fixtures, the store does not currently track inventory. Sales are written into a cash journal and rung through the register on the honor system. Balancing of the books is done on a periodic basis by checking sales figures with register receipts. With a 10% grant, the district plans to install a security system, a POS system that will allow tracking of inventory and sales, a scanner system, as well as display racks and counters. Included in the reorganization of the school store will be the addition of a School Store Mananger. This will be a senior co-op student who will be in charge of staffing, ordering, inventory, and the bottom line of the store. This student will be paid on a percentage of the profits to encourage the student to keep loss to a minimum and to increase sales.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Marketing CS, Retail Marketing CS	16	3	4	16
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Wausau	West High School	Robert Marlowe	\$11,900	\$6,500	
Project Description			4-62231/R29-5		
<p>The purpose of this plan is to execute and make the necessary changes in West's present marketing internship program into a marketing certified co-op program. The implementation of the marketing certified co-op program will entail participation from the marketing advisory committee, the marketing education teacher-coordinator, marketing internship students, and the local business training sponsors. Currently, students who take marketing internship also must take Marketing II. The marketing internship students have a traditional training plan, which consists of weekly work reports, marketing education teacher coordinator visits to training sponsors, and quarterly employer evaluations from traning sponsors.</p>					
<p>The marketing certified co-op program will be initiated for the 2003-2004 school year. The marketing co-op skills certificates that will be available for students will be Marketing and Retail Marketing. Having the marketing certified program intact will place high expectations on students as well as raise the overall credibilty, rigor, and relevance of the marketing internship program. The program will be kicked off at the beginning of the year with a meeting with parents, students, and employer training sponsors to explain the overall program expectations and requirements. The marketing education teacher coordinator will meet with students weekly to make sure specific competencies, progress, and general career goals are met. A specific marketing internship journal will be created that students will complete weekly addressing the core competencies taken from the Wisconsin cooperative education skill certification-marketing portfolio. The marketing education teacher coordinator will serve as the active liaison between students and employers. The appropriate work-based learning and connecting activities will be delivered through the integration of appropriate technology required with the marketing curriculum. The marketing certified co-op certification obtained by marketing internship students will serve as a capstone for the students educational, career, and professional goals.</p>					
<p>The goal of the marketing certified co-op certification program is to provide students with the attitudes, knowledge, and skills that will prepare them for the world of work with a portfolio of experiences that reflect the accomplishment of meeting specific competencies in marketing. In addition, the program is designed to provide the student experiences in a variety of job duties that correlate to the student’s specific and identified career objective and to have participants from the business community act as true partners with the marketing education program to promote the best possible learning environment between the school, the student learner, the business mentor, and parents.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Sports Marketing CS, E-Commerce CS, DECA Leadership		15	4	2	13
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitnall	Greendale	Patrick Byrnes	\$6,275		\$3,000	
Project Description			4-64701/R29-4			
<p>Existing Program—Greendale's co-op program currently offers students the opportunity to do the General Marketing, Sales, and Entrepreneurship co-op certificates. Two new marketing classes were added to the curriculum (Sports & Entertainment Marketing and Introduction to Marketing), and it is the only school that offers marketing (Entrepreneurship and Global Marketing) during the summer as credited courses. Technology has been integrated in the designing and maintaining of the school store (The Panther's Den) by creating a website. It is linked to the new DECA chapter website. The addition of the above certificates will give students more options to use with the variety of co-op positions that are available to them. This would reinforce the "accountability" of the co-op program which is a major goal of the business & marketing education department and the Greendale school district. (1S1, 2S1)</p> <p>Implementation—There are plans to offer students all seven of the marketing co-op certificates, the employability certificate, and the DECA leadership development certificate. This would allow all marketing co-op students a chance to complete a certificate program. A special emphasis would be given to the Sports Marketing skills certificate, E-Commerce skills certificate and the DECA Leadership development certificate. The certificate programs would be overseen by the marketing education co-op coordinator. Providing input during this process will be: Principal, School To Work Coordinator, consortium, and school-to-work council which is made up of members of the local business community. These people will provide guidance and serve as resources in to the co-op program. (Core Indicators #1S2 and 2S2)</p> <p>Why These Three?—Special emphasis is being given to the DECA leadership development certificate because of the strong impact that personal and professional leadership can have on students. Group and individual leadership activities will be built into the curriculum of the marketing classes to foster a student's leadership growth. Materials and resouces will be used from State and National DECA, Roberts Rules of Order, local leaders from the military, civic groups, and the business community. In addition, students will study leadership styles of individuals from a variety of ethnic, racial, and economic backgrounds. Additionally DECA activities at the local, state, and national levels will reinforce those done in school. The e-commerce certificate will allow students to integrate with other classes in the Business & Marketing department through cross-curricular projects that require students to utilize skills from the marketing, web design, desktop publishing, and tv production classes. This implementation has already begun with the design and maintenance of the website for</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	Sports Marketing CS, E-Commerce CS, DECA Leadership <i>continued</i>	Whitnall
Project Description		4-64701/R29-4
<p>The Panther's Den (school store). Efforts are under way to promote the store website beyond the community to reach those alumni who might be interested in buying new spiritwear and apparel. With the help of the grant, e-commerce will be integrated more completely throughout the marketing classes. Along with the cross-curricular experiences students will be able to "multi-task" skills and increase value to potential employers outside the district. This will help to increase enrollment in the department and improve integration. Sports & Entertainment Marketing has been a valuable addition to the marketing curriculum here as GHS. Currently activities such as half-time shows for sporting event, the Homecoming Parade, 3 On 3 Basketball Tourney, and Kickball Tournament are planned and co-sponsored with other businesses. The Sports Marketing skills certificate will allow us to add further validity to current curriculum. Future cross-curricular activities between marketing classes and other academic areas are being prepared. (Core Indicators #1S1 and #1S2)</p> <p>Training Stations—Training stations are very diversified. This year there are students in the following areas of marketing: food, restaurant, entertainment, retail (sales), business services, financial services (banking), insurance, and marketing technology (webpage development). The additional skill certificates will allow the strengthening of those ties to the employers through direct classroom applications. Students work to complete the tasks for the certificate in the classroom, school store, and/or the co-op training station. Employers see the relevance of what is being taught in the classroom, teachers can get additional feedback on the curriculum, and students see the value that school has not only to work but to self-confidence. A broader base of skill certificates also conveys more value and accountability to parents and administrators who will see that co-op is more than "just work." (Core Indicators #1S2 and #2S1)</p> <p>Parental Involvement—Initial information about the co-op program is given to students and sent home to parents in late May. Parent-student meetings are held in early August. All aspects of the co-op and skills certificate programs are discussed. When a student has picked the skill certificate program in which to participate, the parents receive copies of the portfolio with the individual list of tasks that the student must complete. Updates will be given to parents so that a child's progress can be tracked and the tasks on which the student is currently working. This bridge will convey to students that success is important to parents; parents can give input or offer assistance to the teacher or employer. (Core Indicators #2S1 and #2S2)</p> <p>Employer Involvement—In early September the co-op coordinator meets with the employers to go over the student contracts and the skill standard program. At this meeting, the teacher discusses with the student and employer which program will best suit the student's needs. All students are encouraged to commit to a skill certificate program by the end of September. (1S2, 2S1)</p> <p>Quality Features—The co-op program has a lot to offer students. The school district has been able to facilitate some great training stations in Greendale, the surrounding suburbs, and in the city of Milwaukee. The district has articulated credit with Milwaukee Area Technical College, which offers students additional credit beyond high school. Courses that would be articulated would be: Advanced Marketing, Marketing I, Marketing Co-op, Introduction To Business &</p>		

Funding Source	Type of Certificated Program	Fiscal Agent	
MM & EE	Sports Marketing CS, E-Commerce CS, DECA Leadership <i>continued</i>	Whitnall	
Project Description			4-64701/R29-4
<p>Marketing, and Sports & Entertainment Marketing. Students are also offered the chance to enroll in co-op both the junior and/or senior year. This option gives students a chance to excell and complete more than one certificate or gives students with special needs additional time for completion. Students work in <i>The Panther's Den</i>, the school store, which enjoys a good presence in the community selling GHS merchandise. The store has a website which is designed and maintained by students in the Advanced Marketing class. (Core Indicators #1S1, #1S2, 2S1 and #2S2)</p> <p>Integration with other classes/organizations—An e-commerce unit is in the process of being built in the Advanced Marketing course. For 2003-2004, cross-curricular projects will be done with the Desktop Publishing, Web Design and TV Production classes. These cross-curricular projects will give students in these classes a multimedia approach to marketing. This will lead to additional cross-curricular projects with courses in English, foreign language, and social studies departments. Besides facilitating success in vocational courses, these integrations can produce more positive academic retention and success in academic classes as well. Plans to implement the DECA Leadership certificate activities in all marketing classes for 2003-2004 school year are beginning. Leadership training is provided to students in Marketing I and Advanced Marketing, and next year students in Intro to Marketing and Sports & Entertainment Marketing will also receive this training. Plans are also in the works for leadership training activities that would involve the Student Council, FBLA, and the Service Club. The above leadership activities can be counted towards service hour requirements for graduation, thus giving students another way to benefit the school and community. (Core Indicators #1S1, #2S2)</p> <p>The DECA chapter is the foundation of the program. There has been a steady increase in the number of students who qualify for the International Career Development Conference. Students have completed parts of skill certificates in DECA. This will be continued in the coming years.</p>			

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM &EE	DECA Leadership, Marketing CS, Employability Skills		152	5	8	152
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitnall	Whitnall	Patrick Byrnes	\$20,055		\$14,000	
Project Description				4-64702/R29-4		
<p>A. This grant is addressing the initial implementation of a marketing co-op skill certificate program, Marketing skill certificate, DECA Leadership credential, and Employability Skills certificate program. At this time the Whitnall school district is in the introductory stage of implementing a marketing education program. The school board has approved the proposal for implementation of the new marketing education program. It has been established that enrollment in these courses will support the goals of the school district and the Southwest Consortium schools. Current enrollment for 2003-04 indicates that the marketing program will serve 152 students for the first year of implementation.</p> <p>B. The school district will offer a level one marketing course with a co-op "Principles of Marketing" and "Sports & Entertainment Marketing" course beginning in 2003-04. In addition, it will establish a DECA chapter modeling the DECA leadership credential program. The secondary phase of implementation involves offering advanced-level marketing courses with work-based learning opportunities, incorporating a co-op skills and employability skills certificate program. Recruitment of students will begin first semester of 2003-04 and result in registration of students for co-op and employability skills before May of second semester.</p> <p>C. The DECA leadership credential program will not only become part of the program but significant interest has been expressed by the Carl Perkins consortium district of Greenfield to partner students together for this program and work together with Greendale to co-sponsor student activities between both DECA's. This consortium currently shares several other student programs successfully.</p> <p>D. In addition, for school districts that are interested in pairing for co-op skills certificate and employability skills programs through the consortium in marketing, the program will utilize existing infrastructures already established for youth apprenticeship programs under the Governor's Work Based Learning Board grant that the consortium has had for the past three years. This structure provides a coordinator and school-based representatives in each building to provide on-site coordination and monitoring of students in the classroom and work place. This coordinates with other skill certificated programs in Auto, CISCO, Finance, and Child Care that the Consortium jointly operates.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent	
MM & EE	DECA Leadership, Marketing CS, Employability Skills <i>continued</i>	Whitnall	
Project Description			4-64702/R29-4
<p>E. The local program would start with offering two marketing based courses, Sports & Entertainment Marketing and Principles of Marketing (beginning level one) with co-op for the first year, with additional marketing courses to follow in sequential order of a well planned marketing curriculum model including the addition of a Marketing Management (advanced level two) with co-op component and a small business ownership-entrepreneurship course. DECA would be integrated as part of the co-curricular piece.</p> <p>F. The marketing education teacher will work to develop a web of interaction among the students, parents, staff, and business community. Together with employers, it will be the responsibility of the teacher to effectively coordinate training plans/agreements and monitor student's educational progress at training stations, collaboratively work with fellow members of the consortium to improve and expand the implementation of the marketing program, and involve parents in the assistance of carrying out the program's short- and long-term goals set forth by the marketing teacher, superintendent of curriculum and instruction, and the consortium schools who have expressed interest in the development of the marketing program.</p>			

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Retail Marketing CS		8	2	4	8
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wisconsin Rapids	Wisconsin Rapids	Donna Schultz Looker	\$10,603		\$7,500	
Project Description				4-66851/R29-5		
<p>This project is to upgrade the retail marketing co-op program to a Retail Marketing skills certified program, to improve employer mentor training, and to demonstrate gratitude to the employers.</p> <p>As part of the curriculum writing process, the marketing education department has aligned the curriculum with both academic and department specific standards and upgrading as many of the regular co-op programs to the skills certified work-based learning programs. This has been done at district expense and the equipment being requested is to enhance classroom presentations. The student booklets are specifically for marketing co-op skills standards and will be a resource for the students. The extended contract time is for the marketing education instructors to have sufficient time prior to the beginning of school to assist students with finding appropriate employment stations and at the completion of school year to meet with employers and complete all paperwork required for students to obtain certifications.</p>						

Other-Multi Discipline

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills		25	29	15	24
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Sun Prairie	Sun Prairie	Lisa Albrecht	\$37,905		\$26,000	
Project Description				4-56561/R29-5		
Expanding skill development opportunities for health occupations students						
The purpose of this program is to increase the number of students with marketable skills for entry-level health occupations employment. (State Plan: Goals 3 and 4)						
Currently, the health youth apprenticeship has nursing as its core focus. Many of the medical occupations students are interested in medical careers but don't want to provide direct hands-on care for patients. This prohibits participation in the health YA program. This program will finally provide entry-level employment skills for this group of students. Based on advisory discussion with local business representatives and post-secondary staff members, these skills will lead to co-op job placements in medical clinics and insurance claims processing companies. (State Plan: Goal 1)						
This program features three main elements of alteration and expansion to current curriculum. The National Health Care Skills Standards are guiding curriculum development (State Plan: Goal 4)						
1. The Medical Occupations II course will be expanded to include hands-on instruction in Therapeutic Cluster Standards and in Diagnostic Cluster Standards using health science career modules. These modules will be a technical complement to the current academic focus on human structure and function, diseases, and disorders.						
2. A new year-long course in health information services will develop the student skills contained in the National Health Care Skills Information Services Cluster. A strong emphasis is being placed on information services standards because Medical Records/Health Information Technicians is the fastest-growing (53.5%) health care occupation in Wisconsin. (DWD Labor Market Projections 2002-2010). (State Plan: Goal 2)						
a. Semester one will introduce students to medical records and standards of professionalism related to medical information. A thorough study of medical terminology will prepare them for working with medical information. This semester will be aligned with the newly-developed statewide						

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Employability Skills <i>continued</i>	Sun Prairie
Project Description		4-56561/R29-5
<p>technical college medical terminology course to provide maximum flexibility for advanced standing. (State Plan: Goal 5)</p> <p>b. Semester two will be a collaborative effort between the high school Business and Information Technology department and the Health Occupations department as students develop skills in medical office procedures. This course will advance students' technology skills as they simulate the medical office functions of scheduling transcription, coding, billing, etc. This semester can be aligned with the Medical Office Procedures course for advanced standing at the technical college level. (State Goals: 2, 4, and 5)</p> <p>3. Program participants will develop school-based youth employability skills. The students will continue in the senior level co-op program to complete work-based skills and receive the Wisconsin Employability Skills certificate.</p> <p>While the office procedures are taught from a health care focus because that is the area of greatest employment need, these skills are highly transferable to other less specific office and business employment opportunities.</p>		

Other—Employability Skills

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills	15	15	0	10
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #02	Central High School-Westosha	Cindy Vaughn	\$43,050	\$43,050	
Project Description			4-99021/R29-3		
<p>This project is designed to provide a Wisconsin Employability Skills certificate program for at-risk and special education students. This will be a two-year program for juniors and seniors. During the first year, students will be enrolled in a year-long employability skills class. This class, team taught by a special ed/at-risk teacher and the school-to-work coordinator, will focus on the skills needed for the Wisconsin Employability Skills certificate. As part of the employability skills class, students will set up a school business. The maintenance of the business will give students practical experience in finance and job related skills. It will also provide students with an opportunity to apply some of the economic principals learned. During the second semester, students will participate in a minimum of four job shadowing experiences. These job shadowing experiences, coupled with career counseling, are designed to assist students in determining a career path. Second year participants will be involved in a work experience. The school-to-work coordinator will arrange for students to be placed in a work experience in a field that the student has determined to be of interest. In addition, students will attend an employability skills class one day a week to discuss the work experience, problems encountered on the job, communication issue, and other issues related to the work experience. During second semester of the second year, students will be given assistance in applying for post-secondary educational opportunities, apprenticeship programs or job opportunities in a chosen field. The program will include an employability skills class, job shadowing, career counseling, and work experience. Special education and at-risk teachers and aides, guidance counselors, and an economics teacher will work with the school-to-work coordinator to provide an employability skills program that focuses on the special needs of the target population. Special needs and at-risk students have greater needs including the need for more individualized attention and a slower pace. The intention of this program is to provide a variety of work-related instruction and experiences designed to help these special needs students choose a career path that will allow them to reach full potential and achieve at the highest level possible. Upon completion of this program, the students will have an employability skills certificate, work experience, and a career path that will lead to employment and/or further education.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills	18	8	2	0
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #02	Whitewater	Cindy Vaughn	\$17,216	\$17,216	
Project Description			4-99022/R29-3		
<p>The project outlined here is a Wisconsin Employability Skills certificate program. The purpose of the program is to provide a direct connection between the skills students develop in classes, the work experience in which the students apply their skills, and the career and education plans students create to guide present and future development. Currently all of the separate pieces of the program are available at Whitewater high school, however, a tangible way of tying the pieces together to make the connections apparent for students is lacking. The skills certificate program offers the way to make these connections.</p> <p>The vocational eduation program at Whitewater high school is focused on integrating work-based experiences and infusing employability and industry-based skill standards into the curriculum. The Wisconsin Model Academic Standards are integrated into each of the vocational education discipline areas so that students experience application of the essential learning skills. The program builds on the learner skills developed in the student's freshman year in either American Studies or Integrated Studies 9. In both of these 9th grade choices, students experience contextual learning through the integration of subject matter and career education. In addition, every freshman student completes a freshman seminar taught by the business education staff in which students develop a career plan, investigate career and education resources, and develop proficiency in keyboarding skills. The career and education plan begun in 9th grade is used for course selection and is amended through the student's high school experience. In 11th and 12th grades, students can explore options in technical colleges and in work-based internships and job experiences designed to fit the particular career interests. The project also cultivates partnerships with parents, community, and business and industry to further enhance district efforts to provide a coherent sequence of courses and opportunities for students to prepare students for life beyond high school.</p> <p>The project builds upon several aspects of the current educational program and adds other elements to ensure a coordinated program for students. Core elements include developing an individual career plan (ICP), demonstrating proficiency in the identified employability skills, and successfully completing 180 hours of school-sponsored work experience.</p> <p>Career and education plans—All Whitewater high school freshmen and incoming freshmen complete career development and education plans in the required freshman seminar course. The students are guided to identify career interests and aptitudes and then chart potential experiences and course options targeted</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
Other-ES	Employability Skills <i>continued</i>	CESA #02
Project Description		4-99022/R29-3
<p>toward career choices. This ICP is revisited with the counselor each year as the student meets to submit course selections for the coming year. In addition, the special education teachers meet with the exceptional needs students and the IEP team to incorporate the ICP into the transition plans of the students' IEPs. The ICP also helps direct the specific objectives appropriate for the student's IEP.</p> <p>Employability skills—The SCANS skill competencies are the skills students need to demonstrate to access the employment opportunities in the internship program. In this expanded program, these will be the specific skills that special needs students and at-risk program students will need to demonstrate. These will be the skills specifically targeted in the instruction with direct links highlighted for application to the workplace. Students will have multiple opportunities to develop and demonstrate proficiency in the skills but also will see that these are essential for longevity in the workplace.</p> <p>Work experience—The current internship program connects the student, the job mentor, the parent and the coordinator in a focus on the objectives the student is seeking to accomplish in the work experience. The student, the mentor, and the parent participate in reflections about the student's progress and development. This model will serve the expansions of the program as other students also are engaged in work experiences designed and monitored to address the student's development. Workplace mentoring will be developed and job coordinators will oversee the experience to help ensure the student's success. The special needs staff will also coordinate with Opportunities, Inc., personnel to secure appropriate job sites and coordinate expectations with employers.</p> <p>Coordination—The School-to-Work coordinator currently oversees the internship program in which students submit a completed career and education plan, an application for an internship, and an outline of specific objectives to be accomplished in the internship. After acceptance into the internship program, the coordinator works with the student and the on-the-job mentor to monitor the successful completion of the job experience. The School-to-Work coordinator will continue to oversee the internship program and guide those students who successfully complete the internship to also become certified via this program so they have the tangible credentials to validate the experience. The internship program is available to all students who choose to apply.</p> <p>A special education staff member will oversee the program coordinator for special ed students not enrolled in the internship program but working toward certification. The special education staff also will coordinate with Opportunities, Inc., to secure appropriate job placements and supervision for job site monitoring.</p> <p>The availability of this certification program will be communicated to all students and all students will be encouraged to participate in the program as a way of building credentials to make themselves more marketable to employers.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills	25	11	8	0
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #12	Phillips	Fred Schlichting	\$36,149	\$36,149	
Project Description			4-99123/R29-3		
<p>This project requests funds to develop and offer an Employability Skills certificate and work-based learning program. Staff members will work together to coordinate and prepare a state-of-the-art ESP curriculum that will be required of all 11th and 12th grade students. Funds are requested for upgrading curriculum materials and software programs in the business education lab, creation of a career center in the guidance office, staff costs associated with preparing the ESP curriculum, development of a local employer council, and an extended contract for supervision of participants in work-based learning. Two ESP classes will be offered, one in the 11th grade and one in the 12th grade business education curriculum. The 11th grade class will be based upon a workplace readiness curriculum and the 12th grade class will be based upon a leadership skills curriculum. Both are required and approximately 200 students will be enrolled in these classes. Based upon the number of students who have expressed an interest in work-based learning, it is anticipated that 25 students will be placed at a work site for the purpose of earning the ESP certificate. Students will participate in this program by enrolling in or completing one of the required ESP courses and/ or special education or alternative education IEP. Students opting for certification will complete 180 hours of classroom instruction relating to vocational and employment readiness. Students will also complete 180 hours of on-the-job training. The guidance department will create a career center that students can access to receive services related to the ESP program such as individual planning, career assessments, job search, and development of post-secondary plans. The vocational faculty and guidance counselor, in conjunction with participating employers, will supervise and evaluate the work experience.</p>					
<p>Goals for the program include:</p> <ul style="list-style-type: none">• Increase the number of vocational students who complete a certified work-based learning program;• Increase the numbers of vocational concentrators who earn credits through the ESP that can be counted for graduation;• Increase the number of special needs students who graduate from high school.					
<p>Students will improve academic and technical skills by:</p> <ul style="list-style-type: none">• Keeping up with the evolving interpersonal relationships that are demanded in the workplace;					

Funding Source	Type of Certificated Program	Fiscal Agent	
Other-ES	Employability Skills <i>continued</i>	CESA #12	
Project Description			4-99123/R29-3
<ul style="list-style-type: none"> • Understanding employer expectations; • Becoming aware of job accessibility based on educational levels; • Utilizing technology; and • Completing coordinated curriculums. 			

Technology and Engineering Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Brainbench Web Designer		160	40	80	160
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #06	Appleton	Tom Koch	\$18,872		\$18,872	
Project Description			4-99061/R29-3			
<p>Background</p> <p>In the fall of 2001, a group met to discuss the possibility of adding a webpage design class to an already established graphic communications curriculum in each of the three high schools of the Appleton area school district. This course was being looked at for numerous reasons. Most importantly are the following: First, it was recognized that there was a need to shift the graphic communications curriculum to reflect an increasingly "paperless" society. Secondly, the group recognized the potential to be able to attract a higher number of female students into this area. Finally, the committee recognized the need to infuse new and innovative ideas into a program that had a traditionally vocational emphasis.</p> <p>The "paperless" society</p> <p>Over the last decade, the Fox Valley, and the state in general, have seen decreases in growth and complete plant closings in the paper and pulp industry. This has had a ripple effect through the printing industry as well. This is mostly due to the fact that many end users are experiencing less need for paper-based output and a greater need for digital and computer-based output.</p> <p>Non-traditional enrollment</p> <p>The technology education department of the Appleton area school district has experienced high female enrollment in graphic communication classes and in particular the photography courses. The photography courses have a 61% female enrollment and a total of 273 females enrolled districtwide. The plan will include a cooperative effort to market the new webpage design class to those students in the photography and existing graphic arts class thus gaining access to a predominantly female population and giving them one more avenue to pursue.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	Brainbench Web Designer <i>continued</i>	CESA #06
Project Description		4-99061/R29-3
<p>New and innovative technology</p> <p>The traditional graphic arts classes have had a focus on producing printed material through the use of offset printing. Careers that were explored in this class were a direct reflection of the printing and publishing industry and were articulated with those programs at Fox Valley Technical College. This new course has the potential to give a new direction to the established graphic arts curriculum. This direction would include a focus on information technology and specifically those areas of business and technology. This course would articulate with the Fox Valley Technical College's Computer Information Systems and would expose participating students to a whole new world of job opportunities. This new Microcomputer Specialist field includes occupations in helpdesk support, PC support, and webpage development.</p> <p>On February 14, 2002 the Web Page Design course proposal was presented to the high school principals where it was approved for implementation in the 2003-2004 school year. The course proposal was then presented to the Appleton area school district's Programs and Services Committee on March 15, 2002. It was also recommended for approval by this committee. The course was subsequently included in the technology education course offerings portion of the 2002 - 2003 course selection guide. Enrollment for this course currently stands at 155 in the districtwide. Traditionally these courses experience additional enrollment in the fall. Therefore, the projected enrollment conservatively set at 160.</p> <p>The goal of this project is to provide with the knowledge and skills that would lead to Brainbench Certified Internet Professional Program (BCIP) Web Designer certification. Students will be responsible for creating Web sites using web design software and some HTML. In addition to designing a site that is attractive, interesting, functional, and useful, a Web Designer must also ensure that the Web site is easily navigable and accessible to all who may want to use it. As a component of this program, students will receive training in the use of the following software packages: Dreamweaver MX, Macromedia Flash MX, Fireworks MX, Freehand10, Adobe Illustrator, Adobe Photoshop, Microsoft Frontpage. Upon completion of the course, students will be given the opportunity to take the Brainbench.com exam associated with each of these software packages and gain skill certification in that software package. By passing these software tests, the student would be able to gain the industry recognized Brainbench Web Designer certificate.</p> <p>The computer labs housed in the graphic arts facilities at each high school already have three of the aforementioned software packages. The piece that is missing is the Macromedia Studio software package. This package includes Dream Weaver MX, Macromedia Flash MX, Fireworks MX, FreeHand 10, Coldfusion MX Developers Edition, and Macromedia Flash Player 6. For this project proposal, the software and support materials to effectively deliver the curriculum would be purchased.</p> <p>The teaching staff for this project will make two presentations of the project--one in the CESA 6 region and one at the Tech Ed. Conference.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Mechanical Engineering YA, AutoCAD		80	5	20	60
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #07	Pulaski	James Krueger	\$25,675		\$25,675	
Project Description			4-99071/R29-3			
<p>Working toward total quality and continuous improvement, the Pulaski high school technology education department is seeking to modernize the quality of the Computer Aided Drafting and Design (CADD) program by purchasing the most recent and industry standard CAD software available. This modernization of software will allow us to provide students with knowledge and experience in all aspects of the CAD industry. By updating current software, we will be able to align CAD program standards and benchmarks to meet Northeast Wisconsin Technical College standards and benchmarks affording us the opportunity to articulate classes. This will then serve as a feeder program to Northeast Wisconsin Technical College's mechanical or architectural design programs.</p> <p>The district also participates in the Youth Apprenticeship program making available the Drafting/Design youth apprenticeships in Mechanical Design and Engineering. For the 2003-2004 school year, seven students have expressed an interest in that youth apprenticeship program.</p> <p>By updating the software, students will also be given the opportunity to work toward AutoCAD certification.</p> <p>The number of projected students to be affected by this project is approximately 80 students per year. These students will be exposed to a wide variety of CAD disciplines including: Introduction to CAD, Mechanical Engineering I & II, Architecture I & II, and 3D-Studio VIZ.</p> <p>All of the CAD program classes currently offered at Pulaski high school are acceptable forms of credit toward a diploma. During the program students will use state-of-the-art CAD technology to gain a wide variety of transferable competencies reflective in the labor market. Upon completion of the CAD program, students will have gained skill proficiency in the following areas: Demonstrate competence in reading and gathering information of a technical nature, know how to apply complex reasoning and design processes in a technological environment, understand the nature and use of communications technology in society, understand the nature and use of manufacturing technology in society, demonstrate competence in life skills relating to a technological environment, and finally, display competence in using employability skills.</p> <p>All courses within the technology education department have district written standards and benchmarks designed after the state standards and benchmarks. Each course's standards and benchmarks have been approved by the district school board.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	Mechanical Engineering YA, AutoCAD <i>continued</i>	CESA #07
Project Description		4-99071/R29-3
<p>The district also utilizes a Career Focus book as a companion piece to the “Pulaski High School Course Selection Guide.” The Career Focus book recommends course selection based on career objectives and is organized by career clusters. The AutoCAD program would be utilized in a number of classes that lead to the completion of a sequence of courses that prepare students for a variety of occupational areas (Appendix A).</p> <p>Pulaski school district received the Department of Public Instruction certificate of recognition for ourstanding performance in meeting or exceeding Wisconsin's core indicators and levels of performance under the Perkins Vocational and Technical Education Act.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	NOCTI: Welding, Air-Cooled Engine Repair		15	10	7	15
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Birchwood	Nancy Graese	\$11,522		\$11,522	
Project Description			4-99116/R29-3			
<p>Students will earn 1/2 credit towards the high school diploma by designing and manufacturing a vehicle to in compete UW-Stout's High Mileage Vehicle (HMF) Competition. All student participants will complete prerequisite coursework in Work-force Readiness and at least two of the following: Welding, Small Engine Repair, Mechanical Design, and Written Communications. The program will be co-instructed by Birchwood’s technology education instructor and the owner of a local small engine repair business. Manufacture of the vehicle will take place off-site at business as an instructional activity outside the normal school day schedule. In addition to 1/2 credit towards the high school diploma, students will earn industry-based certifications from NOCTI in both Air-cooled Engine Repair and Welding. The high school counselor of the Birchwood School District (Mr. Charles Dykstra) will establish Welding and Small Engine Repair articulation agreements with Wisconsin Indianhead Technical College. Finally, Birchwood's high school counselor will establish an "e-mail mentoring" program between our high school students and university students in UW-Stout's Technology Education Collegiate Association (TECA) as a way to encourage our students to seek training in technology related fields following high school.</p> <p>Dissemination: Whenever possible it is a far better strategy to have students present and explain the project, the progress, and any successes.</p> <p>A. Dates have been planned for the HMF Team to present to the Birchwood Foundation. Understand this is not the Birchwood school board. It is a group of influential community members who are trying to better the school system. These presentations would be during first quarter and second quarter. Several of the foundation members have held high management positions, one retires as Vice President of Snap On Tools.</p> <p>B. Another presentation would be shared with teachers at the New Paradigm Partners Teacher To Teacher In-service involving teachers from eight school districts. This would be during the third quarter of the school year.</p> <p>C. A presentation by the students will be planned for with the entire student body, helping them better understand concepts taught and applied in technology education courses at Birchwood high school.</p> <p>D. The final expected student presentation will be at the June 2004 Facilitating The Future Workshop: A Curriculum Change Workshop for PK-16 teachers.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Brainbench AutoCAD	26	6	5	22
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Fond du Lac	Fond du Lac	Joe Ciontea	\$6,250	\$6,250	
Project Description			4-18621/R29-5		
Students will use AutoCAD software to create engineering drawings of machine parts and residential buildings. Upon completion of training, students will take the AutoCAD certification exam on-line from Brainbench.com. Students who are successful on the certification exam can use it to assist in obtaining employment. All students who complete the course with a grade of C or higher will also be eligible for transcribed credit in AutoCAD Basic at Moriane Park Technical College.					
Tackle Box strategies will be used to recruit and retain female students.					
Project methodology will be disseminated through articles in WTEA Interface, internet publications, and presentations at WTEA Conference, CESA 6 or on other occasions.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Project Lead the Way/IED		13	3	5	2
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Madison Metropolitan	East High School	Russell Plaggeman	\$49,650		\$31,950	
Project Description				4-32692/R29-5		
<p>Pre-Engineering Academy—Using Project Lead the Way as a focal point, East high school will plan for and incorporate the academy concept within the school. The key focus will be integrating math, science, and technology education. The 2003-2004 school year will be used to develop the academy to fit within the planned new schoolwide curricular model. East high school has already begun the process of looking at several different model schools and will be using the 2003-2004 school year to plan for the implementation of a new model. Several options are being discussed, particularly the option of a block schedule. The proposed Engineering Academy will fit well within this new curricular outline. A key ingredient will be total staff development and awareness, not just the technology education department. Student readiness for engineering will be a focus for the 2003-2004 school year with monies budgeted for tutors to be utilized in math and science with the primary focus on readiness for engineering and technical occupations.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	NOCTI Manufacturing Technology	50	15	25	5
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Manitowoc	Brillion	Rose Ellinger	\$17,400	\$15,016	
Project Description			4-32902/R29-4		
<p>PROJECT BACKGROUND</p> <p>Brillion school district is located in the industry rich Fox Valley area. The township of Brillion employs over 2,000 employees alone in four major manufacturing related industries including Brillion Iron Works, Endries International, Professional Plating, and Ariens. Fox Valley Technical College, along with other area technical colleges provide many local opportunities for students to pursue post-secondary education in the area of manufacturing. The funding from this project would be used to enhance a broad-based manufacturing engineering course at the high school level which would give students a greater understanding of all areas of manufacturing technology available in local industry and local post-secondary technical institutes.</p> <p>A manufacturing engineering course is currently being pilot tested at the high school by a newly-hired technology education instructor. The funding obtained from this grant would be used to develop curriculum and purchase educational aids, resources, and equipment to successfully attract a wide variety of students into the program. With the additional funding to develop curriculum and purchase equipment, students will have the best opportunity to develop the competencies and skills necessary to successfully pursue post-secondary technical education opportunities or enter the world of work in manufacturing, business, and industry. The goal of the program is to give all students the opportunity to study the following core areas of manufacturing engineering:</p> <p>CORE CURRICULAR CONTENT AREAS (from the NOCTI, National Occupational Competency Testing Institute, Manufacturing Technology Content Outline)</p> <ol style="list-style-type: none">1. The Design Process (Research and Development)2. Math, Science, Measurement, and Communication Skills3. Workplace Safety, Health, and Employability Skills4. Workplace Ethics: Diversity and Harassment5. Quality Assurance (Maintenance)6. Blueprint Reading					

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	NOCTI Manufacturing Technology <i>continued</i>	Manitowoc
Project Description		4-32902/R29-4
<p>7. Manufacturing Fundamentals, Processes, and Materials</p> <p>8. Planning and Scheduling Production, Processing and Material Utilization</p> <p>9. Computer Use</p> <p>10. Communication Processes (Technical Writing and Reporting)</p> <p>11. Process Control and Improvement/Time Motion and Cost</p> <p>12. Purchasing and Resource Identification</p> <p>13. Computer Control Functions, PLC's, and Automated Manufacturing</p> <p>14. Packaging</p> <p>15. Electrical, Electromechanical, Fluid Components</p> <p>16. Environmental Impacts of Manufacturing</p> <p>GOAL OF THE GRANT WRITING INITIATIVE</p> <p>The goal of this grant writing initiative is to receive funding to enhance the manufacturing engineering curriculum to meet the above content areas and to attract a wider diversity of students. In order to reach the goal, the Brillion technology education department needs additional funding to diversify the curriculum and improve our ability to teach the following core content areas from the list above:</p> <p>1. The Design Process</p> <p>7. Manufacturing Fundamentals, Processes, and Materials</p> <p>8. Planning and Scheduling Production Processing and Material Utilization</p> <p>11. Process Control & Improvement/Time, Motion, and Cost</p> <p>13. Computer Control Functions, PLC's, Automated Manufacturing</p> <p>14. Electrical, Electromechanical, Fluid Components</p> <p>KEY FACTOR IN MEETING THESE GOALS</p> <p>The key factor in enhancing the ability to teach in the above areas, increase and diversify the student population, and to improve the manufacturing engineering course overall is to develop a "flexible classroom" approach to teaching the content. Funding received from this grant would be used to not only meet the goals of the program listed above, but also to create a flexible lab environment that would consist of design, material processing, and testing equipment mounted to.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	NOCTI Manufacturing Technology <i>continued</i>	Manitowoc
Project Description		4-32902/R29-4
<p>movable carts. These movable carts (cells) would allow students to efficiently design a product, set up the manufacturing facility, and produce the product in an environment that replicates current manufacturing industries. At the same time, the equipment used would be smaller, safer, cleaner, and less intimidating to attract non-traditional technology education students into the program.</p> <p>This "flexible" classroom concept will be used as a model for other schools. Not only could students develop the most appropriate industrial layout, but the flexible system could easily be transferred to other locations for integrated activities with other disciplines (i.e., Special Education, Middle School Technology Education, etc.). The intent of the "flexible classroom" is also to allow students to transport the industry easily to be used at trade shows, technology education conferences, and other public events to further promote and enhance the importance of teaching a broad-based manufacturing engineering course.</p> <p>CURRICULUM DEVELOPMENT</p> <p>Content specific curriculum in all of the core areas listed above will be developed and continually revised by the instructor with information and guidance from local technical colleges (i.e., Fox Valley Technical College), university programs (i.e. UW Stout Manufacturing Engineering and Technology Education Departments), local industry (i.e., Ariens Company), manufacturing related textbooks (i.e., Manufacturing Technology by Thomas Wright), manufacturing organizations (i.e., Society of Manufacturing Engineers), and other major curriculum projects in the area of manufacturing (i.e., Project ProBase: Illinois State University). Knowledge and skills obtained from studying the core content areas listed above will be directly mapped to Wisconsin's Model Academic Standards for Technology Education and the national Standards for Technological Literacy: Content for the Study of Technology. Relationships will also be made to other content area Wisconsin standards such as marketing and business education, environmental education, social studies, mathematics, science, etc.</p> <p>TEACHER/STUDENT INVOLVEMENT</p> <p>At this time, other disciplines and classes directly involved in the development of the Manufacturing Engineering course include, but are not limited in the future to: marketing education, communications technology, materials and processes technology, exploring technology, special education, and business education. Multi-disciplinary activities and lessons will be developed by the instructors in each of these disciplines to provide students with the greatest opportunity to understand the integration between manufacturing engineering and other content areas.</p> <p>ASSESSMENT/OCCUPATIONAL TRAINING CERTIFICATE</p> <p>Upon completion of this course, students will be given the opportunity and encouraged to take the NOCTI (National Occupational Competency Testing Institute) Manufacturing Technology Competency and Skills Test (1084-01). If the student passes the test, a certificate will be issued from NOCTI showing a broad-</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	NOCTI Manufacturing Technology <i>continued</i>	Manitowoc
Project Description		4-32902/R29-4
<p>based understanding of the manufacturing industry. This certificate could then be used while interviewing for future employment, apprenticeships, and for possible advanced standing in post-secondary technical institutes. The test service will be paid for on an individual basis by the Brillion school district.</p> <p>ADDITIONAL STUDENT OPPORTUNITIES</p> <p>Along with participating in the manufacturing engineering course, students will have the opportunity to become involved in additional manufacturing related activities and organizations including Skills USA-VICA competitions, Society of Manufacturing Engineering Student Chapter, workplace co-ops, public speakers, local industry job shadowing, and university and technical college tours. The Brillion school district will provide funding for these opportunities.</p> <p>The Brillion technology education department has a close partnership with Ariens Company. At this time, five students in the manufacturing engineering class work part time at Ariens. Through the workplace and their classroom experiences, these students are developing many of the competencies and skills, which fall under the core manufacturing engineering content areas listed above. This partnership will continue to grow as the curriculum is expanded and class diversity is increased.</p> <p>Upon completion of this course, students will have a greater understanding of manufacturing related careers and post-secondary education opportunities in manufacturing and business related areas. Partnerships and curricular alignment with local industry and area post-secondary education institutes will enhance student learning and will provide students with a seamless transition between high school, the world of work, and further education.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Project Lead the Way/IED, Employability Skills	30	5	2	6
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Platteville	Platteville	Greg Quam	\$35,990	\$25,475	
Project Description			4-43893/R29-4		
<p>Project Lead the Way will increase the number of students earning post-secondary credit through the Certified Skills Co-op Computer Aided Drafting program offered by the Southwestern Wisconsin Technical College. Students will also have the opportunity to test out of the engineering graphics class at the University of Wisconsin-Platteville. Both of these would significantly improve career possibilities and the success of students at post secondary institutions, because students will be participating in a real work situation and experiencing a post-secondary course while still in high school. The project will also encourage increased student participation in the Wisconsin Employability Skills certificate program.</p> <p>Engineering has always provided a foundation upon which to build careers.</p> <p>Special populations:</p> <p>Gender equity—Given the opportunity to expand, the engineering program would increase the number of females and special population students who could benefit from this type of experience. As recommended by the Technology Action Coalition to Kindle Life Long Equity Box Project (TACKLE BOX), through the Wisconsin Department of Public Instruction, the district will implement strategies to assist in increasing the number of female and special population students. Issues associated with social fit, the classroom climate, curriculum and instruction, role model mentors and messages from counselors, while meeting local, state, and national technology standards will be addressed. Examples of such strategies, which are also effective for male students include:</p> <p>1). Presentations on Project Lead the Way and work-based learning will be made to all sophomore and junior students in English classes by the Local Education Vocational Coordinator and by the guidance counselors;</p> <p>2). All sophomore students will be given the opportunity through the career unit in English classes to job shadow;</p> <p>3). Students who complete the skills programs in computer drafting or employability skills will be honored at the annual Work Experience Recognition Night which is attended by over 200 students, parents, employers, and administrators every year;</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	Project Lead the Way/IED and Employability Skills	Platteville
Project Description		4-43893/R29-4
<p>4). Female students will participate in the "Tools Workshops" and develop a mentoring relationship with the college students from the Women in Engineering program and the Society of Women Engineers at the University of Wisconsin-Platteville;</p> <p>5). Presentations will be made during the school year to both parents and students (this will be offered at both the middle and high schools). This would also allow the students of Platteville to form a mentoring relationship with each other and the EMS college students at UW-Platteville;</p> <p>6). Each student will keep a portfolio of all work completed both in hard copy and in electronic form. The electronic form will serve as part of the student's final project of a digital portfolio which will be saved in HTML format and could be posted to a website; and</p> <p>7). The technology education departments would also host a Project Lead the Way open house at the end of the year highlighting activities completed throughout the year.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	MasterCam Design Technician	21	5	2	21
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Portage	Portage	Dan Jones	\$16,785	\$16,685	
Project Description			4-45011/R29-5		
<p>The Portage high school manufacturing program proposes to incorporate four stations of MasterCAM Engineering Design training into the current manufacturing curricula. Including this level of engineering design would allow us to cover higher level concepts like pre-engineering, mechanical and manufacturing process design. This technology would be available to all students in the manufacturing and communication courses. The computers provided by this grant would have multiple uses. They could be used for CAD engineering applications, Principles of Technology stations or, for our future plans to drive an over arm CNC router and control a rapid prototyping system. This added technology will also allow the SkillsUSA students the ability to compete in the automated manufacturing contests, something we have been unable to do in the past. This grant will allow over 20 manufacturing students each year to earn articulated Technical College as well as other industry credentials. The MasterCAM training has been accepted via articulation with technical college system for three to six advanced placement credits in Machine Tool programs. Currently, industry certification for this design software is only available at the post-secondary level. However, high school level training is expected to be available and approved by the beginning of the 2003-2004 school year. This training and certification will be very similar to the current AutoCAD training, which is an industrial standard, currently being used in many high schools. Another option is the “Manufacturing Industry Knowledge” certification available on-line (BrainBench.com). Additional ways to verify student competencies will be sought.</p> <p>Integrating this technology would support us in meeting a significant number of the technology education standards. While it may seem low that only 21 students will obtain credentials each year, having this technology has the capability to affect over 100+ students in manufacturing, communications, and SkillsUSA programs. Staff also believes the integration of this technology would help to diversify current student population. In the manufacturing courses, we typically see about five percent female participation. There is evidence that other schools, after implementing this type of technology, have increased female participation up to fifty percent. The use of computers and computer aided manufacturing helps to change preconceived notions of manufacturing careers. This helps to diversify the students taking a manufacturing course.</p> <p>All tech ed instructors will take part in a TACKLE BOX professional development training just prior to the 2003-2004 school year. A late August date has been established for the training. All reveiws from other tech ed teachers indicate this training will help staff to become more sensitive to the interests of</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	MasterCam Design Technician <i>continued</i>	Portage
Project Description		4-45011/R29-5
<p>nontraditional populations. It is hoped the department will learn new strategies to interest additional females to experience one or more of the 18 courses offered. One strategy already taken into account is to change some of the exercises or projects to something that will appeal more to female students. This strategy will be included in the curriculum revision process for all courses for this upcoming school year.</p> <p>To facilitate interest in the manufacturing/engineering program, the tech ed department will host at least two seminars highlighting the new computer and CNC technologies and to explain to students what can be achieved with this equipment. Business persons will be invited to help demonstrate the equipment as well as to explain the educational and career opportunities associated with engineering. Members of nontraditional populations (including young women) will be encouraged to come to one or both of these seminars where they will meet successful females in manufacturing/engineering jobs. Students will have the chance to operate the equipment under supervision to make a small project to take as a reminder of the experience. During the seminars, students will be made aware of the SkillsUSA-VICA organization and the leadership and competitive opportunities offered as part of the chapter's program of work.</p> <p>Should Portage school district be fortunate enough to receive this grant, the results and findings of improvements to the tech ed department will be shared with other interested professionals in the tech ed field. Portage would plan to present at the Governor's Workbased Learning Conference in the fall as well as offer a hands-on sectional as part of the WTEA annual spring conference. As always, any interested parties are welcome to visit Portage school district to hear and witness curriculum in progress.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	WoodLINKS Word Products Manufacturing	17	4	4	5
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Waunakee	Monona Grove	Debbie Brewster	\$26,850	\$21,000	
Project Description			4-61813/R29-4		
<p>The WoodLINKS Wood Products Manufacturing certification will be used to help guide the Architectural and Construction Engineering (ACE) initiative. Through the ACE initiative, the following will be accomplished: 1) Provide students with knowledge and skills necessary to enter a career field in the Architectural, Construction, and Production Cabinet areas with an engineering emphasis. 2) Offer seamless post-secondary transition in the areas of Architectural and Construction Engineering. 3) Establish articulation agreements with the Technical College providing students with Advanced Standing accreditation. 4) Create student/school/community awareness of these opportunities.</p> <p>To accomplish the goals of the ACE initiative, curriculum and facilities will be enhanced to reflect industry standards. This will be accomplished by an established advisory committee comprised of area technical college staff and businesses/industry representatives.</p> <p>Current technology education courses related to this initiative include a Survey of Technology, Woodworking Processes I & II, Construction Skills, Engineering Technology & Design, Architecture, Engineering Graphics and Tech Ed Cooperative Internship-with student intern placements related to these career clusters. The aforementioned courses include career exploration/information threaded throughout the curricula. However, major emphasis will be to address industry standards and expectations.</p> <p>After completing a sequence of this coursework, students may take a written examination to receive The WoodLINKS Wood Products Manufacturing certification. The certification must also be accompanied by a written evaluation from the instructor.</p> <p>Although the current facilities are compliant in size, scope, and expansion capabilities, additional material processing equipment is needed to address and reflect the industry standards to accommodate student certification.</p> <p>There are two certified instructors involved in the implementation of the ACE initiative who will be responsible for continuing the advisory committee currently working toward development and implementation of this certificated program.</p>					